Resources in Education (RIE). Volume 18, Number 9.
Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 228 392 CE 035 258

The Work-Education Consortium Project: A Report on the First Two Years.

National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 78
CONTRACT- DOL-99-6-653-42-8
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Coordination; *Educational Cooperation; *Education Work Relationship; Information Dissemination; *Information Networks; Linking Agents; National Programs; Postsecondary Education; Program Development; *Program Effectiveness; School Business Relationship; School Community Relationship; *School Districts; Secondary Education; Technical Assistance
IDENTIFIERS- Educational Brokerage; *Work Education Consortium Project; *Work Education Councils

The Work-Education Consortium Project was undertaken to increase from school to work. During the first 2 years of the project, 21 community employment institutions, and the public to facilitate a smoother transition from school to work. During the first two years of the project, 21 community work education councils were formed. Programmatically, the councils moved into a number of program areas, employing varied strategies and techniques. Among the program areas addressed by the individual councils were the following: development of community volunteer networks; implementation of employability, vocational exploration, and job exposure programs; design and implementation of occupational awareness courses for teachers; development of a labor-management curriculum; and organization of state and regional conferences on the school-to-work transition and work-education collaboration processes. The project has been quite successful in its attempt to bring leaders from the educational, business, and community sectors together and to help those sectors deal more effectively with youth transition issues. Another key part of the consortium project was the Information Exchange Service (IES). Since its inception, the IES has helped stimulate the development of local work education councils by maintaining a clearinghouse of information and technical assistance resources on work-education initiatives. (MN)

Watson, Anthony
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Drills (Practice); *Educational Psychology; Feedback; Foreign Countries; Guidance; *Higher Education; Influences; Learning Activities; Learning Modules; *Professional Continuing Education; *Psychomotor Skills; *Skill Development; Student Motivation; Teacher Education; Teaching Methods; *Technical Education; Vocational Education
IDENTIFIERS- Australia

Developed for use in Technical and Further Education (TAFE) teacher education, this module is intended to widen teachers' knowledge and understanding of the psychology of psychomotor skills to improve teaching of psychomotor skills in the TAFE classroom or workshop. The module is divided into two parts: basic and advanced. The first part, "What are Psychomotor Skills and How Are They Taught?" contains two sections: The Nature of Skills and Skilled Performance, and Teaching Psychomotor Skills in TAFE. The second part, "The Influence of Certain Variables on the Learning of Psychomotor Skills," includes five sections on these variables: Practice, Guidance, Feedback, Methods of Organizing Practice, and Motivation. Each section contains informative material as well as activities and questions for discussion. An appendix provides two class exercises in the form of simple experiments designed to investigate the influence of some of the variables discussed. (YLB)

ED 228 420 CE 035 517

Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 15 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Policy; Affirmative Action; Employment Opportunities; *Equal Opportunities (Jobs); Finance Reform; Financial Needs; *Financial Policy; Financial Problems; Financial Support; *Money Management; Needs Assessment; Position Papers; *Program Administration; *Public Agencies; Recordkeeping
IDENTIFIERS- *Equal Employment Opportunity Commission; *Management Practices

This congressional report contains testimony that examines certain financial management practices within the Equal Employment Opportunity Commission (EEOC). Among those agencies represented at the hearing were the General Accounting Office, the EEOC, the Office of Program Planning and Evaluation, the Office of Special Projects and Programs, and Georgetown University. The focus of the hearing was on various management and financial problems in the EEOC, such as unreliable and inaccurate records, inadequate fund controls, unrecorded transactions, and mismanagement of funds that may possibly have involved violations of the law. (MN)

ED 228 434 CE 035 537

Vetter, Louise; And Others
Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Accessibility (for Disabled); Access to Education; Disabilities; Educational Discrimination; *Equal Education; Ethnic Groups; *Minority Groups; Nondiscriminatory Education; Postsecondary Education; *Racial Discrimination; Secondary Education; *Sex Discrimination; Sex Fairness; *Vocational Education

Results are presented of an initial synthesis of literature based on work conducted in the area of vocational education equity for persons discriminated against on the basis of racial and ethnic identity, sex, and handicapping conditions. (The literature base is composed of 1,357 items obtained from searches of the ERIC database, the Vocational Education Program Improvement database, and from the publication, "Resources and References for Sex-Fair Vocational Education.") Two matrices are provided: the first including publications addressing the three special populations individually, and another including publications addressing two or three of the populations in one document. Summaries are provided of the document analyses for the three equity areas, and recommendations for research and development are made. A summary of the initial synthesis cites these findings: vocational education neglects to deal with racial and ethnic minority groups, materials are targeted mainly to school personnel, and little emphasis is placed on topics requiring involvement of people outside the educational system. Thirty-five goals, developed by a technical panel, are listed in order of priority. Seven bibliographies are appended: (1) racial/ethnic minority equity, (2) sex equity, (3) handicapped equity, (4) racial/ethnic minority/sex/handicapped equity, (5) racial/ethnic minority/sex equity, (6) racial/ethnic minority/handicapped equity, and (7) sex/handicapped equity. (YLB)

ED 228 449   CE 035 584

Bidwa, Dennis
Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
Lincoln Intermediate Unit No. 12, New Oxford, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 30 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; *High School Equivalency Programs; Home Study; Program Effectiveness; Program Evaluation; Questionnaires; *Rural Areas; Student Attitudes; *Telephone Instruction
IDENTIFIERS- 310 Project; Pennsylvania

A model telephone instructional system was developed to provide adult basic education and General Educational Development (GED) preparatory instruction to adults in rural areas. Forty adults were enrolled in the program, pretested, evaluated, and provided with appropriate textbooks. A toll-free telephone was installed in the teacher's home, but students did not call the teacher as had been anticipated. Students were encouraged to contact the teacher, but the communication remained one-way--teacher to student. Student input regarding program effectiveness was collected through a mailed survey (4 of 40 surveys were returned) and telephone interviews with 12 students. Those students who had not called the teacher indicated that they never felt the need to call. Students who did call found it difficult to understand mathematics (algebra) explanations over the telephone. Problems with the project were the expense of the toll-free WATS line and the control of textbooks. (Attachments include a registration form, news release, lists of textbooks used, and a questionnaire.) (YLB)

ED 228 463 CE 035 602

Long, Huey B.
Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3.
Florida State Univ., Tallahassee. International Inst. of Andragogy.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; Adult Development; *Adult Education; *Adult Learning; Adult Students; Anthropology; Cognitive Processes; Educational Gerontology; *Educational History; *Educational Research; Holistic Approach; *Interdisciplinary Approach; Learning Theories; Lifelong Learning; Postsecondary Education; Program Development; Psychology; Sociology; Student Needs; Teaching Methods
IDENTIFIERS- *Andragogy

This paper identifies and describes specific applications of knowledge from other disciplines to adult education. It is observed that the concept of adult educators' borrowing from other fields has been widely discussed in both North and South America. Verner's criteria for selecting usable material are cited. The following four general topics of interest to adult educators are identified as being informed by knowledge from other disciplines: (1) learning and instruction, (2) participation and persistence, (3) program planning, and (4) research. Eleven illustrative kinds of questions in the four general topics identify areas in which the adult educator could look to research in other disciplines for varying degrees of assistance. Finally, illustrations are provided to show more specifically how other disciplines have contributed knowledge and assistance in the four general topical areas. In this section of the paper, information on anthropology, psychology, sociology, and other fields have provided useful information and models that have greatly enriched the field of adult education. (KC)

ED 228 476 CE 035 626

Spann, Margaret; And Others
English I. Revised .
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
SPONS. AGENCY- Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.
PUB DATE- 82
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Teacher manual--$8.50 in state, $14.50 out of state; student manual--$7.50 in state, $13.00 out of state).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Curriculum Guides; *Daily Living Skills; *English Instruction; Goal Orientation; Learning Activities; Library Skills; Research Skills; Secondary Education; Self Concept; Self Evaluation (Individuals); *Study Skills; Tests; Transparencies; Units of Study; Vocabulary Development; *Vocational Education; *Writing Skills
IDENTIFIERS- Following Directions

This manual for language arts instructors contains a basic core of instruction in English that provides updated and extensive vocationally related application of such basic English skills as reading, writing, and practical usage. Attention is also focused on assisting students with life and study skills. The material should be adapted to individual needs and be supplemented by the instructor's own methods and materials. Eight sections and 23 instructional units are included. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. The eight sections are (1) Related Vocational Information (Study Skills, Importance of School Records, and Vocabulary), (2) Related Vocational Skills (Safety Vocabulary and Social Security), (3) Personal Development (Know Yourself), (4) Parts of Speech (Nouns, Pronouns, Verbs, Conjunctions and Interjections, and Prepositions), (5) Writing Skills (Subjects, Complete Subject and Predicate, Sentences, Sentence Fragments and Run-on Sentences, Capital Letters, End Marks, and Apostrophes), (6) Library Skills (Using the Library), (7) Practical Usage (Using the Dictionary), and (8) Life Skills (Reading the Newspaper, Giving Directions, and Following Directions). (YLB)

ED 228 489 CE 035 683

Ashmore, M. Catherine; Pritz, Sandra G.
Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; *Administrator Role; Behavioral Objectives; *Business Administration; *Business Education; Career Choice; *Decision Making; *Entrepreneurship; Learning Activities; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on managing a business, the 11th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the role of management in operating a business, the steps involved in the decision-making process, the functions of management, and the rewards and problems of the management role. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 502 CE 035 696

Ashmore, M. Catherine; Pritz, Sandra G.
Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; Cooperatives; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; Postsecondary Education; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- Corporations; Franchising; *Ownership; Partnerships; *Program for Acquiring Competence Entrepreneurship; Sole Proprietorships

This unit on choosing the type of ownership of a small business, the fifth in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) explain the basic principles of a sole proprietorship, a partnership, a corporation, a cooperative, and a franchise; (2) identify the factors that influence the choice of a type of ownership; and (3) investigate sources of assistance in choosing a type of ownership. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 513 CE 035 707

Ashmore, M. Catherine; Pritz, Sandra G.

Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Accounting; Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; *Money Management; Postsecondary Education; *Records (Forms); Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on managing the finances of a small business, the 16th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify various components of balance sheet reports, (2) identify terms/concepts commonly used on small business balance sheets, (3) identify components of profit and loss statements, (4) analyze uses of various depreciation schedules, and (5) describe how to prepare a cash forecast. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 525 CE 035 719

Ashmore, M. Catherine; Pritz, Sandra G.
Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Contracts; *Entrepreneurship; Individualized Instruction; Learning Activities; Learning Modules; Legal Aid; *Legal Problems; Legal Responsibility; Postsecondary Education; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on dealing with legal issues, the ninth of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Five competencies are dealt with in this instructional unit, including (1) determining one's need for legal assistance, (2) selecting the provisions that one desires in a lease, (3) preparing sales contracts (such as credit sales or long-term sales) that may be utilized in one's business, (4) evaluating contracts, and (5) determining one's needs for protection of ideas and inventions. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 538 CE 035 734

Swartz, Carl
The Million Dollar Bowl. OSHA in the Office.
Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accident Prevention; *Accidents; Guidelines; Injuries; *Occupational Safety and Health; *Office Occupations Education; Postsecondary Education; *Safety Education; Safety Equipment; Secondary Education
IDENTIFIERS- Occupational Safety and Health Administration

Accidents to office workers add up to 40,000 injuries and more than 200 deaths a year, amounting to expenses from medical assistance and loss of productivity of $100 million. Leading types of accidents are falling caused by slipping on slick or wet floors, tripping over file drawers, slipping on debris on stairs, injuries from poor lighting, unsafe climbing, defective chairs, or misuse of swivel chairs. Other accidents are caused by fires, improper lifting, problems with files, door banging, improper use of machinery, moving, and worker stress. This monograph suggests strategies for coping with hazards in the office in order to prevent injuries. Along with general safety precautions and specific guidelines for preventing falls, fires, and injuries caused by machinery and lifting, the paper contains the Occupational Safety and Health Act (OSHA) color safety codes and an inspection checklist. A review game reinforces the content of the monograph. (KC)

ED 228 553 CG 016 578

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

REPORT NO.- NYSED-82-7208

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary School Students; Grade 3; *Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the third grade level focus on self-image, responsibility for risk taking, group dynamics, body balance, and assuming responsibility for health. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

ED 228 569 CG 016 595

Waldo, Michael
Relationship Skills Workshops in University Residence Halls: A Preventive Intervention.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; *Communication Skills; Dormitories; Higher Education; *Interpersonal Competence; Peer Relationship; Prevention; Program Effectiveness; Program Implementation; *Skill Development; Social Environment; Social Networks; Student Adjustment; Workshops
IDENTIFIERS- *Roommates

An association between disturbed interpersonal relations and poor adjustment has often been found among college students. In particular, students' roommates have a substantial effect on their university experiences. To test the effectiveness of preventive intervention in improving roommate relationships, 79 college students participated in a relationship skills workshop designed to improve the community social network in the residence halls. Groups were led by resident assistants from within the community. Pre-, post-, and follow-up assessments were collected from the 79 experimental and 136 control subjects. The level of communication between roommates was found to be significantly related to adjustment, competence, relationship quality, and perceptions of the social environment. Workshop participation significantly improved communications between roommates. The findings suggest that relationship skills workshops within a residential community may facilitate students' adjustment in college and the development of interpersonal competence critical in future relationships. (Author/JAC)

ED 228 585 CG 016 611

Martinez, Alyce C.; Sedlacek, William E.
Changes in the Social Climate of a College Campus over a Decade.
Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-4-82
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Change; Campuses; Cohort Analysis; *College Environment; *College Freshmen; Higher Education; Individual Differences; Political Attitudes; Racial Attitudes; Social Change; *Social Cognition; Social Environment; *Student Attitudes

College officials often assume that college students of the 1980's are radically different from their counterparts in the 1960's and 1970's, but attitude change is rarely measured. To study perceptions of peer group attitudes over the past decade, the responses of 310 white, incoming University of Maryland freshmen were compared to those of 204 white freshmen who attended the University in 1970. Students completed questionnaires which indicated their perceptions of how most college students felt about persons holding certain beliefs. There were significant differences on 8 of 16 items. Communists, socialists, liberals, persons favoring gradual desegregation, and cigarette smokers were seen more negatively in 1981 than in 1970. In contrast, conservatives, people favoring U.S. foreign policy, and persons favoring premarital sex were seen more positively. Most of the changes were in political attitudes, reflecting a trend toward conservatism. There was little change in racial attitudes: racist attitudes continue to be negatively perceived. The study suggests the need for college officials to test their assumptions empirically rather than relying on myths about student attitudes and behaviors, and to update orientation programs, student activities, and health and counseling services accordingly. (JAC)

ED 228 601 CG 016 628

Slife, Brent D.; Boggs, George J.
An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Associative Learning; *Cognitive Style; College Students; Higher Education; Individual Differences; *Learning Theories; *Logical Thinking; *Recall (Psychology); Self Concept
IDENTIFIERS- Covert Rehearsal; *Meaningfulness

Logical learning theory stresses that learning occurs through logical relation. Materials most "related" to the cognitive organization of the learner are most readily retained. To test whether the "chronological" constructs of covert rehearsal and familiarity could account for the learning attributed to "logical" relatedness, 56 college students who had previously shown a recall superiority for liked items were presented 28 consonant-vowel-consonant trigrams (of equal familiarity) such that subsequent rehearsal could be systematically controlled with interpolated tasks before attempted recall. Results showed that the recall of the liked items was independent of covert rehearsal. A significant decrease in overall recall occurred as rehearsal was increasingly limited but the reliance on the items considered the more meaningful (the like items) was significantly increased. This finding supports a separate, logical form of meaningfulness, and questions some axioms of learning and education. (JAC)

ED 228 616 CS 007 066

Winograd, Peter N.
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aptitude; *Cognitive Processes; Grade 8; Junior High Schools; *Reading Comprehension; *Reading Difficulties; *Reading Research; *Reading Skills; Teacher Role
IDENTIFIERS- *Reading Strategies; *Summarization

A study systematically examined the strategy differences between good and poor readers as they summarized what they had read. Subjects, 36 poor and 39 good eighth grade readers and 37 adults, completed tasks to measure their (1) awareness of the task demands involved in producing summaries, (2) ability to identify task important elements in a text, and (3) ability to transform and reduce the full meaning of a text into its gist. Results indicated that most of the eighth grade students were aware of the demands of summarization when measured against the adult standard. However, good and poor readers did differ in what they considered important in a text, in what they included in their summaries of text, and in how they transformed original text. Sensitivity to importance and efficient use of the transformations were significantly related to the ability to produce summaries. Sensitivity to importance was also significantly related to the ability to comprehend what had been read. The findings suggest that when students encounter comprehension difficulties, teachers should assess their use of strategic skills and provide appropriate training. (Materials used in the study are included.) (FL)

ED 228 632 CS 007 091

Gambrell, Linda B.
Induced Mental Imagery and the Written Language Expression of Young Children.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Concept Formation; Grade 3; *Language Usage; Prediction; Primary Education; *Visualization; *Writing Exercises; *Writing Instruction; Writing Readiness; *Writing Research; *Written Language
IDENTIFIERS- *Induced Mental Imagery

To test the hypothesis that induced mental imagery would facilitate the contemplation and reflection that have been suggested as being important to the writing process, a study investigated the effects of instructions to induce mental imagery upon the written language of young children. Subjects, 28 third grade children, were randomly assigned to one of two treatment conditions: one group received instructions to induce mental imagery, while the other group received instructions to "think about" what they read. After silently reading a section of a story, subjects were asked to predict what would happen next. Analysis of results revealed no significant difference between the two groups for thought units, facts, or predictions, but a statistically significant difference in favor of the imagery group was found for total number of words written. This difference in the number of words written suggests that mental imagery is a viable strategy for young writers. (JL)

ED 228 648 CS 207 436

Myers, Miles; Thomas, Susan C.
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
California Univ., Berkeley.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-80-0024
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Professional Development; Questionnaires; Secondary Education; Teacher Administrator Relationship; *Teacher Effectiveness; *Teacher Role; *Urban Education; Writing Exercises; *Writing Instruction; *Writing Research

In a two-year study of the teaching of writing in inner city secondary schools, the writing episode was examined as an interaction of teacher roles--as instructor, policy implementer, and member of a professional community. After a period of field testing observation instruments--field notes, segment summaries, and first level data analysis in a matrix--the nonparticipant observers observed writing instruction in 14 classrooms; interviewed the teachers, using both an open format and questionnaire; and interviewed case study students, using both a constant assignment for all and an assignment from the individual class. In addition, the district anchors for ranking writing in the proficiency examination were distributed to teachers in seven cities across the country. These teachers ranked the same papers, estimated the number of students they had at various levels, answered the questionnaire, and had some of their students write on what assignments seemed the most helpful. The data from the seven cities provided a basis for the inference that the 14 classrooms were representative of other inner city classrooms. The findings suggest that teaching effectiveness is context dependent, that the institution has an internalized tradition which influences both teachers and students and helps shape writing instruction, and that the writing episode exhibits inconsistencies between composition theory and teaching practice, thereby raising questions about how effective instruction should be defined. (Author)

ED 228 664 CS 504 151

Virts, Paul H.; Keeler, John D.
Portrayal of Religion in Prime-Time Television Drama.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitudes; *Audiences; Beliefs; *Commercial Television; Content Analysis; *Mass Media Effects; Programing (Broadcast); *Religion; Religious Conflict; Religious Factors; *Research Design; *Research Needs; Research Problems; Television Research

In order to stimulate scholars to investigate systematically and fully the religious dimension of dramatic television content, the first part of this paper develops a basic framework for such study. After establishing the importance of this kind of research, it defines and explains the four basic variables that would have to be examined: general society, media gatekeepers, media content, and media audiences. After listing some of the special problems that must be faced in studying religion and television, the paper then presents a critical evaluation of one week of prime time television drama undertaken to determine whether the framework was appropriate and comprehensive and to draw some preliminary conclusions about the religious content of television programing. Among the conclusions presented are that (1) much programing has no religious content at all, (2) in shows with religious content, such content is rarely central to the plot, (3) portrayal of religion tends to be stereotypical, (4) most religious portrayal has a Judeo-Christian flavor, and (5) religious characters are portrayed as social servants, not spiritual leaders. A table of categories for content analysis of network prime time television drama and a short conclusion on the survey and framework complete the document. (JL)

ED 228 681 CS 504 181

Hausman, John
Demographics and the Dailies: Stalking the Upscale Reader.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-472
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Advertising; *Audiences; *Demography; *Economic Factors; *Media Research; *Newspapers
IDENTIFIERS- *Newspaper Circulation

More and more, advertising revenue, not circulation or concern for the underdog, seems to be determining the content of American newspapers. As Americans moved to the suburbs, suburban newspapers sprang up, taking readers and advertising revenue away from metropolitan dailies. "Counterattacks" by metropolitan papers such as zoned sections and increased suburban coverage have produced mixed results. Still, the primary goal of the changes has been profits, not service. This concentration on demographics, on reaching the upscale reader, troubles some press and social critics. These critics fear that the dailies will ignore the needs of readers who are not wealthy, well-educated, and acquisitive. Although some of their criticism is naive, neglecting the importance of economics, these critics have pointed to alternatives to advertiser control of newspaper content such as government subsidy or endowment. (JL)

ED 228 697 EA 015 545

Friedman, Lawrence M.

Limited Monarchy: The Rise and Fall of Student Rights.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-82-A25
PUB DATE- Sep 82
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Board of Education Policy; Constitutional Law; Corporal Punishment; *Court Litigation; *Court Role; *Dress Codes; Elementary Secondary Education; Federal Courts; Married Students; Parent School Relationship; School Law; State Courts; *Student Rights; Student School Relationship
IDENTIFIERS- Parent Rights

A survey of court litigation traces the development of case law regarding the substantive rights of elementary and high school students in relation to school board rules and regulations. The survey reveals the gradual "judicialization" (conversion of conflicts into court cases) of educational governance and the delimiting of the school board's "limited monarchy." In the 19th century there were few cases. They dealt with attendance, student conduct, school rules, corporal punishment, parental authority, and, at the end of the century, vaccination. In most cases the conflict had more to do with parents and their rights in relation to the school board than with the students' own rights. Cases became moderately more common in the early 20th century, up through the early 1960s. The issues involved included vaccination, student fraternities, and married students. The mid-1960s through the early 1970s saw an eruption of student rights cases, mostly about personal grooming (specifically, hair length). Unlike earlier cases, these concerned constitutional issues of personal liberty and were tried in federal courts. A table covering the years 1899-1978 presents data by decades on the number of student rights cases, the national rate of cases per pupil, the percentage won by students, the proportion in federal court, and the most common issues. (RW)

ED 228 711 EA 015 560

Payne, William H., Ed.
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education.
Tennessee State Comprehensive Education Study Task Force, Nashville.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Assessment; *Educational Finance; *Educational Objectives; *Educational Quality; Educational Trends; Elementary Secondary Education; Futures (of Society); *Governance; Government School Relationship; *Long Range Planning; Postsecondary Education; Public Education; State Surveys; Tables (Data)
IDENTIFIERS- *Tennessee

A task force appointed by the Tennessee Legislature was charged with examining state public education in the areas of educational goals, governance, quality, and fund distribution. Subcommittees were formed to study K-12 education, vocational-technical education, higher education, and professional schools. Multiple techniques were utilized to gather data. Four statewide surveys gathered information from the general public and from teachers, administrators, board members, and others at the K-12, vocational-technical, and higher education levels. The first chapter, on the organizational plan of the study, is followed by economic and financial factors affecting public education and a review of state educational legislation and its shortcomings. The four subcommittee chapters contain the committees' assessments and their immediate and long-term recommendations. The last chapter summarizes the study findings and contains the recommendations approved by the entire task force. The appendixes contain legislation authorizing the study, data tables, and bibliographies for each chapter. (MLF)

ED 228 726 EA 015 576

Piele, Philip K., Ed.
The Yearbook of School Law, 1982.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Publications, National Organization on Legal Problems of Education, 5401 S.W. Seventh Street, Topeka, KS 66606 ($19.95 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Boards of Education; *Collective Bargaining; *Court Litigation; Disabilities; Educational Administration; Educational Facilities; Educational Finance; Elementary Secondary Education; Equal Opportunities (Jobs); Federal Courts; *Governance; Higher Education; Legal Responsibility; School Desegregation; *School Law; School Personnel; State Church Separation; State Courts; *Student Rights; *Teacher Rights; Torts

This thirty-second edition of the "Yearbook" is a comprehensive reference to recent state appellate and federal court decisions that affect the operation, management, and governance of public elementary and secondary schools and higher education institutions in the United States. This edition includes all reported cases relevant to public schools decided during the 1981 calendar year up to and including all the December 1981 advance sheets, as well as any 1980 cases not reported in last year's edition. The book's chapters are "Governance" by Thomas N. Jones; "Employees" by Joseph C. Beckham; "Bargaining" by Hugh D. Jascourt; "Pupils" by Henry S. Lufler, Jr.; "Torts" by Paul W. Thurston; "Finance" by Richard A. Rossmiller; "Property" by Philip K. Piele and Margaret M. Johnson; and "Higher Education" by D. Parker Young and Donald D. Gehring. A table of cases and an index conclude the book. (MLF)

ED 228 743　　　　　　　　　　EA 015 596

Burke, W. Warner
Should School Administrators Be Leaders or Managers?
PUB DATE- 26 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrators; Androgyny; Human Relations; Leaders; Leadership; *Leadership Qualities; *Leadership Styles; *School Administration; Work Attitudes
IDENTIFIERS- Contingency Theories

Research in leadership relevant to school administrators is reviewed and summarized here. The author maintains that most previous authors identified two primary leader functions, concerns, types, or dimensions. These authors include Wortman, who, following in the footsteps of Zaleznick, saw a dichotomy between leaders and managers; Burns, who differentiated between transactional and transformational leaders; Bales, who identified task-oriented and socioemotional leader behavior; Blake and Mouton, who renamed these "concern for production" and "concern for people"; Fiedler, who looked at "task-motivated" and "relationship-motivated" behavior as part of his Contingency Theory; and Hersey and Blanchard, who evolved a "purely situational" model. The author notes that there is still debate over whether leadership characteristics are absolute or contingent. Then current research is examined, specifically that of Hall, who found particular characteristics in those who rise to top management ranks, and Spence and Helmreich, who found that the most successful manager or leader will have the best command of both feminine (nurturant) and masculine (directive, task-oriented) behaviors. The paper concludes that the more school administrators serve in an executive capacity, the more they should act as a leader and the less they should act as a manager. (JM)

ED 228 758 EC 151 604

Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- UNESCO-ED-79/CONF.606/COL.28
PUB DATE- Oct 79
AVAILABLE FROM- UNESCO, 7 Place de Fontenoy, 75700 Paris, France (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- *Developing Nations; *Disabilities; Early Childhood Education; Elementary Secondary Education; Family Role; Foreign Countries; *Handicap Identification; International Organizations; *Intervention; *Normalization (Handicapped); Parent Participation; *Special Education
IDENTIFIERS- Algeria; Jamaica; Malawi; Philippines; *UNESCO

Major issues addressed during a 1979 international meeting of experts on special education, which was sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), are summarized. In addition, recommendations are offered for UNESCO's immediate and future special education program. The following topics are discussed: early detection of handicaps, assessment and intervention; parents as partners in the education of their handicapped child; training; adapted special education; and integration of the handicapped into normal educational structures and active life. Attention is also directed to principles developed by the experts to guide UNESCO in drafting special education programs. An attempt is made to integrate theories and effective practice in the realm of special education, and ways in which practices can be adapted to areas with severe econcomic and social problems are described. Specifically, the experiences of the following countries are briefly discussed: Jamaica, the Philippines, Malawi (East Africa), and Algeria. Appended materials include a questionnaire administered to experts, and lists of participants and papers delivered. (SEW)

Lilly, M. Stephen; Thomas, M. Angele,`Ed.
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-143-9
PUB DATE- Nov 82
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 618, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Accessibility (for Disabled); *Disabilities; *Labeling (of Persons); *Mainstreaming; Resource Room Programs; *Special Education; *Student Placement
IDENTIFIERS- Council for Exceptional Children

The view that regular education should be returned the responsibility for many services currently provided by special education is argued by M. Stephen Lilly, as part of the 1982 Statespersons' Roundtable of the Council for Exceptional Children. In addition, criticism of this view is expressed by John W. Kidd, along with comments from the 13 statespersons at the roundtable. Mr. Lilly suggests that special education may have overstepped its appropriate bounds and become too separate from regular education. He claims that some special services (e.g., learning disabilities services) have supplanted rather than supplemented existing regular education support services (e.g., remedial reading). He questions whether it is appropriate to serve general societal needs through development and provision of special education services (e.g., the educable mentally retarded population has been predominantly poor, minority children). He also addresses other issues, including: the confusion between special education "resource" programs and "pull-out" programs for minority and disadvantaged students; and the practice of labeling a child as having a handicapping condition. In the response to this address, Mr. Kidd states that exceptional children's education is finally breaking through resistances but is still far from achieving equity for all children with special needs. Additional perspectives and issues are voiced by participants, including the training of special educators and mainstreaming. (SEW)

ED 228 379 CE 032 573

Catalog of Adult Education Projects, Fiscal Year 1982.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Abstracts; *Adult Basic Education; *Adult Education; Annual Reports; Bilingual Education; Career Counseling; Competency Based Education; Correctional Education; Daily Living Skills; Employment Potential; English (Second Language); *High School Equivalency Programs; Information Dissemination; Job Skills; Job Training; Learning Disabilities; Linking Agents; Older Adults; Postsecondary Education; Program Administration; Program Descriptions; *Program Development; Program Effectiveness; Program Evaluation; School Community Relationship; School Counseling; Secondary Education; Staff Development; *State Programs; Student Evaluation; Student Recruitment; Testing; Tutoring
IDENTIFIERS- *310 Project; *Adult Education Act

This catalog of adult education projects for fiscal year 1982 is the fifth in a series of annual listings of education projects funded by states under Section 310 of the Adult Education Act. Included in the catalog are descriptions of 255 developmental activities in the following program areas: adult basic education, administration, adult performance level and life skills, assessment and testing, counseling, competency-based adult education, community linkage, correctional education, dissemination and diffusion, evaluation, employability, English as a second language and bilingual education, general educational development, high school diplomas, adults with learning disabilities, older adults, recruitment, staff development, and tutoring. Each abstract contains the following components: the project's title, the name and address of a project contact person, program objectives, a brief description of the project, funding information, the target audience of the project, descriptions of any project-developed products, and an evaluation. Appended to the report are indexes of project titles, subjects, projects by states, and project-developed products. (MN)

Smith, Robert L.
The Vocational Counselor and Guidance Team.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; *Administrator Role; Career Counseling; Career Education; *Career Guidance; *Counseling; Elementary Secondary Education; *Guidance Personnel; Postsecondary Education; Principals; School Counselors; Teacher Responsibility; *Teacher Role; Teamwork
IDENTIFIERS- *Career Guidance Teams

This text describes the role and responsibilities of vocational guidance personnel--the counselor, teacher, and administrator--at all levels. Chapter 1 first offers a definition of vocational guidance suitable and general enough for all levels including kindergarten through post-high school. General functions of a comprehensive vocational guidance program are then outlined and followed by activities that may be performed by the vocational counselor, general counselor, special education counselor, or vocational education coordinator. These include educational and occupational information services, vocational appraisal, vocational counseling, placement, parent counsultation, staff consultation, research and evaluation, public information, and planning and development. Chapters 2 through 5 focus on vocational guidance at the elementary, middle school, senior high, and post-high school levels. In each chapter the roles and responsibilities of each member of the vocational guidance team at that level are defined, and basic activities that may be conducted by the vocational guidance team are described. (YLB)

Duck, Greg; Belle, Maureen
Secondary Schooling and the World of Work.
Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0-7242-1106-3
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTIONS- Career Education; Educational Research; *Education Work Relationship; Faculty Development; *Foreign Countries; Futures (of Society); Inservice Teacher Education; Preservice Teacher Education; Relevance (Education); *School Role; Secondary Education; *Secondary School Teachers; Teacher Attitudes; Teacher Characteristics; *Teacher Education; Vocational Education
IDENTIFIERS- *Australia (Queensland)

This research report, literature review, and conference report focus on developments and possible future trends in secondary education regarding the world of work and implications of these trends for the preservice preparation and inservice professional development of secondary teachers. The research report presents findings of a project to examine the background characteristics, work experence, extent of contact with the world of work, and attitudes toward work of teachers in secondary schools in Queensland. It also details these teachers' views concerning the role and aims of secondary education, particularly as they relate to preparation for the world of work. The literature review addresses these topics related to the school-work relationship: aims of schooling, dissatisfaction with schools, preparing students for work and adult life, and implications for teacher education. Proceedings of a conference on "Secondary Schools and the World of Work: Implications for Teacher Education" are then provided. Materials include the keynote address, summaries of two discussion groups on the role of secondary schools in preparing students for work and adult life and implications for teacher education, and an overview of the conference discussion that considers the context, purposes of secondary education, the need for change, desirable changes, and teacher education. (YLB)

ED 228 421 CE 035 518

Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 30 Sep 81

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Block Grants; *Community Services; Federal Legislation; Federal Programs; *Federal State Relationship; Financial Needs; *Financial Support; Needs Assessment; Position Papers; *Program Administration; Public Agencies; *Public Policy; State Programs; Transitional Programs

IDENTIFIERS- *Community Services Administration

This congressional report contains testimony given at an oversight hearing on the termination of the Community Services Administration (CSA) and the subsequent transition to the community services block grant program. Among those organizations and agencies represented at the hearing were the following: the National Community Action Agency; the Department of Health and Human Services; the CSA; the National Association of State Economic Opportunity Office Directors; the Highland County Community Action Organization of Hillsboro, Ohio; the U.S. General Accounting Office; the North Hudson Community Action Corporation of Union City, New Jersey; United Progress, Inc.; and Denver Opportunity, Inc. Excerpts from the Congressional Record and from various pertinent newspaper articles are also included in the report. (MN)

ED 228 450 CE 035 585

Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Illinois State Dept. of Commerce and Community Affairs, Springfield.

PUB DATE- Sep 81

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Adult Basic Education; Adult Programs; Career Awareness; *Career Development; *Career Education; Career Exploration; *Career Guidance; Career Planning; Community Colleges; *Disabilities; Educational Legislation; Elementary Secondary Education; Employer Attitudes; Employment Programs; *Employment Services; Federal Legislation; Guidance Programs; Incentives; Information Services; Job Placement; Job Training; Occupational Information; Postsecondary Education; Resources; State Legislation; *Vocational Education; Vocational Evaluation; Vocational Rehabilitation; Work Experience Programs

IDENTIFIERS- *Illinois

This information guide is designed to help handicapped adults and parents of handicapped youth become aware of the vocational programs and services available in the community as well as in Illinois and to understand what to ask for when considering vocational programing. Chapter 1 is an introduction and overview. Information is provided on the purposes of the guide, use of the guide, federal legislation, and the rights of parents and handicapped adults. Chapter 2 introduces and describes the concept of career development. The next three sections outline the major questions to ask at each of the three stages of career development: career awareness, career exploration, and career orientation and preparation. Typical questions and answers are provided. Key questions and answers are also presented regarding adult vocational programing and services (chapter 6) and employer considerations and incentives (chapter 7). The final section contains names, addresses, and features of local resources, state agencies, state organizations, and national organizations that are available to assist in vocational programing for handicapped youth and adults. (YLB)

ED 228 464 CE 035 603

Rivera, William M.
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4.
Florida State Univ., Tallahassee. International Inst. of Andragogy.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Economic Development; *Educational Planning; Educational Research; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluative Thinking; Global Approach; *International Education; International Studies; Postsecondary Education; Professional Associations; Research Needs; Universities
IDENTIFIERS- *Andragogy

This paper discusses the breadth and direction of large-scale evaluative research and its implications for academics, their professional associations, and universities in general. The paper asks a number of questions, such as: What are the differing perceptions of evaluation at the international level? Is there a symbiosis between educational planning and evaluation, and are efficiency evaluations indicative of educational success or failure? The paper is organized into three main parts concerning perspectives, criteria, and implications of evaluation at the international level. The first part reviews definitions, approaches, and perspectives of evaluation. In the second part, the educational planning-evaluation symbiosis and its underlying socioeconomic criteria are examined. The third part underscores the implications of large-scale evaluative research in adult education for universities, professional associations, and academics, and proposes a number of steps for meeting the challenge of leadership that large-scale evaluation presents. While the paper takes a critical look at developments in large-scale evaluative research and academe's capacity to meet the challenge, its ultimate purpose is to set the stage for an era of extensive cooperation among universities, professional associations, and academics concerned with the expanding critical area of evaluative research in adult and comparative education. (KC)

ED 228 490 CE 035 684

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Responsibility; Behavioral Objectives: Business Administration; *Business Education; Career Choice; Definitions; *Employer Employee Relationship; *Entrepreneurship; *Human Resources; Learning Activities; *Personnel Management; Secondary Education; Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on managing human resources, the 12th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are included in the unit: the meaning of the term "human resource management," the various responsibilities that make up human resource management, and the obligations that employers have to their employees. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 539 CE 035 735

Swartz, Carl
Office Safety (Part II).
Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accident Prevention; Accidents; Computers; *Diseases; Guidelines; Hearing Impairments; *Injuries; *Occupational Safety and Health; Office Machines; *Office Occupations Education; Postsecondary Education; *Safety Education; Secondary Education; Visual Impairments
IDENTIFIERS- Occupational Safety and Health Administration

Toxic chemicals, noise, inadequate lighting, poor equipment design, smoking, and accidents pose serious health hazards for millions of office workers. Stress and boredom also contribute to the problems of safety. Workers should be on guard in the office for hazards, many of which are recognizable through common sense and patience. Workers must take time to relax during the day. They also need to realize that machines must be certified as safe, that the working environment must fit the worker--not vice versa--and that a great deal of stress can be eliminated by a change in working habits. Office workers should take initiatives to become aware of office safety and develop a plan of safety for their offices. (This monograph focuses on environmental hazards in offices, such as exposure to dangerous chemicals from copiers, duplicating machines, and glues; eye problems from using computer terminals; and allergies from cigarette smoke. It suggests ways that workers can reduce such hazards.) (KC)

ED 228 554 CG 016 579

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

REPORT NO.- NYSED-82-7209

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 4; Information Sources; Intermediate Grades; *Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the fourth grade level focus on appropriate use of drugs, how emotions affect health, communication skills and problem solving, and setting personal health goals. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

ED 228 570 CG 016 596

Sabatelli, Ronald M.
Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Style; *Individual Differences; Interpersonal Relationship; *Locus of Control; Marital Instability; Marriage; *Personality Traits; Predictor Variables; *Spouses
IDENTIFIERS- *Marital Satisfaction

Recent research investigating the consequences of match-mismatch in cognitive style status for interpersonal attraction in teacher-student, patient-therapist, and other dyads suggests that matched persons are more likely to develop positive feelings toward each other. To assess the impact of cognitive style on the outcomes experienced by married partners, 48 married couples participated in a research session which included the Embedded-Figures Test, Rotter's I-E Scale, the Locke Wallace Short Marital Adjustment Test, and the Ryder Lovesickness Scale. Contrary to predictions, the data suggested that regardless of the wives' locus of control or the interaction of the husbands' and wives' locus of control, wives with external husbands (field dependent--those with a turning-toward-people orientation) reported more dissatisfaction than wives married to internal husbands (field independent--those more concerned with ideas and principles rather than people). With regard to cognitive style, results showed that husbands married to field-dependent wives and wives from matched dyads had more complaints about their marital relationships? Matched dyads' reports of fewer complaints may be due mostly to their ability to settle disagreements more amicably. The findings suggest that cognitive personality variables may be useful in predicting marital satisfaction, and that partners' relative personality orientations may be more important for describing their relationship than individual test scores. (Author/JAC)

ED 228 586 CG 016 613

Mehan, Hugh; And Others

Educational Decision Making in Students' Careers. Final Report.

California Univ., San Diego. Center for Human Information Processing.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- UCSD-3433
PUB DATE- 23 Dec 81
GRANT- NIE-G-78-0177
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Decision Making; *Educational Diagnosis; Elementary Education; Elementary School Students; Elementary School Teachers; Evaluation Criteria; Individualized Education Programs; Learning Disabilities; School Psychologists; *Special Education; *Student Evaluation; *Student Placement; Teacher Attitudes

The Education for All Handicapped Students Act (PL 94-142) mandates a referral process for learning disabled or educationally handicapped students. To see how a local agency implemented the federal law, and to describe institutional decision making in general, the day-to-day decision making activities of educators in a California elementary school as they made evaluative decisions about referring students to special education programs were studied. Detailed data were gathered by field observation, review of reports, interviewing, and videotaping key decision making events. The interaction of teachers with referred and nonreferred students was also compared. Results showed that there was considerable variability in the behavior of referred students but consistency in teachers' accounts of students' behavior. "Normal" and many different types of special students were described in similar terms. An examination of school psychologists' diagnostic practices found students' performance on psychological tests were collaboratively produced between testers and students. Analyses of district level placement committees showed that the full range of placement possibilities was not discussed. Results suggest that school districts are organized to implement standard practices rather than make systematic choices from a range of alternatives. The report includes a section on policy implications of the study, references, a summary of psychological and educational tests administered, and an explanation of the Wechsler Intelligence Scale for Children (Revised). (JAC)

ED 228 602 CG 016 629

School Drug Abuse Policy Development Guide: For School and Community Officials.

Pacific Inst. for Research and Evaluation, Napa, Calif.

SPONS. AGENCY- Drug Enforcement Administration (Dept. of Justice), Washington, D.C.
PUB DATE- 81
CONTRACT- 50-79-2089
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrators; *Community Action; *Conferences; Discipline Policy; *Drug Abuse; Elementary Secondary Education; Police School Relationship; *Policy Formation; School Community Relationship; *School Policy; *School Role; Student Rights

This training guide is designed to provide communities with the information they will need to hold a substance abuse policy conference and to implement and evaluate the developed policy. The introduction provides background information on the Drug Enforcement Administration's 1976 conference on School Policy Development, and lists the 15 components that conference identified as elements of a comprehensive substance abuse policy, e.g., due process issues, illegal drug activity, suspension and expulsion policies. General findings from 20 pilot conferences are presented and discussed. Section one contains the Coordinator's Guide which describes main issues to examine before holding a conference. The second section is a Policy and Procedures Guide which contains responses of the 20 pilot conferences to the 15 policy and procedures guidelines identified by the original conference. Models or synthesized examples of policy statements and procedures are also presented. Section three is a Process Guide which includes step-by-step suggestions for the process involved in holding a conference, recommended conference format, and suggestions for implementing, communicating, and evaluating the developed policy. A sample parent and student survey questionnaire and introductory letter are also included. (JAC)

ED 228 617 CS 007 067

Armbruster, Bonnie B.; And Others
The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-76-0116; HD-06864
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Elementary Secondary Education; Knowledge Level; *Learning Processes; *Learning Theories; *Metacognition; Reading Comprehension; *Reading Instruction; Reading Materials; *Reading Research; Student Characteristics

Noting that metacognition plays a vital role in reading, this report summarizes research dealing with the development of metacognition in an especially important type of reading--reading to learn. The report is organized around four categories of metacognitive knowledge and control: (1) the text, (2) the task to be performed by the learner as evidence of learning, (3) the learner's strategies, and (4) the learner's characteristics. Among the conclusions presented are that the development of knowledge appears to precede the development of control, younger and poorer readers tend to be deficient in both knowledge and control of the four variables, and instruction in metecognitive skills can have a positive effect on learning outcomes. (FL)

ED 228 633 CS 007 098

Colwell, Clyde G.; And Others
A Reading Guide: Assisting Content Area Teachers.
Kansas State Univ., Manhattan.; Manhattan Unified School District, KS.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Content Area Reading; Home Economics Education; Language Arts; Learning Activities; *Lesson Plans; Mathematics Instruction; Physical Education; Reading Improvement; *Reading Instruction; *Reading Skills; Secondary Education; Second Language Instruction; Social Studies; *Study Skills; Teaching Methods
IDENTIFIERS- *Reading Strategies

Intended for use by content area teachers who wish to design lesson plans that incorporate reading and study skills strategies, this guide contains ideas for lessons and example lessons for a variety of subject areas. The lesson ideas and plans, developed by participants in a schoolwide staff development program, cover the disciplines of language arts, social studies, home economics, foreign languages, physical education, and mathematics. Each plan lists objectives, materials needed, strategy to be used, evaluation criteria, and comments by teachers who have used the lesson. (FL)

ED 228 649 CS 207 437

Faas, Larry A.
Factors Involved in the Preparation and Submission of Manuscripts to Professional Journals.
PUB DATE- 13 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Standards; Education; Professional Development; Psychology; *Publishing Industry; Questionnaires; *Scholarly Journals; *Writing (Composition); *Writing Research
IDENTIFIERS- *Writing for Publication

This paper reports the findings of a study of the publication practices of professional journals in education and psychology. The data are based on responses of 98 editors who completed and returned questionnaires that described their activities in 1978. The data are arranged according to the following topics: (1) why people write, (2) breaking into print, (3) selecting a topic, (4) types of journals, (5) selecting prospective journals, (6) use of query letters, (7) article acceptance rates, (8) comparison of journals with low and high acceptance rates, (9) comparison of research and other types of journals, (10) cost to authors/payment for articles, (11) time from submission to acceptance or rejection, (12) time from acceptance to publication, (13) style manual use, (14) refereed journals compared to nonrefereed journals, (15) number of articles that journals publish each year, and (16) length of articles. (HOD)

ED 228 665 CS 504 152

Staley, Constance M.
Managerial Women in Mixed Groups: Implications of Recent Research.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; Coping; *Employed Women; Group Behavior; Group Dynamics; Interaction; Leadership; Males; *Management Development; Management Teams; *Managerial Occupations; *Organizational Communication; Power Structure; *Sex Bias; Sex Role; Sex Stereotypes; Status; *Tokenism; Womens Education

Research on the problems faced by women in managerial positions is reviewed in this paper. Work in the area of tokenism is presented first, followed by similar research documenting the fact that females participating in mixed groups operate at a disadvantage. Research on the problems of women in leadership roles is presented next. Other experiments about females in mixed groups that produced potentially positive results are also reviewed. The last part of the paper presents ways the findings of the research previously reviewed could be used to improve instruction on female interaction in mixed groups in existing management training programs. (JL)

ED 228 682 CS 504 182

Ritter, Kurt W., Ed.
The 1980 Presidential Debates. Special Issue.
Delta Sigma Rho-Tau Kappa Alpha., Lawrence, Kans.
PUB DATE- 81
AVAILABLE FROM- Allen Press, P.O. Box 368, Lawrence, KS 66044 ($4.00, includes postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Audiences; *Communication Research; *Content Analysis; *Debate; Discourse Analysis; *Elections; *Persuasive Discourse; *Political Issues; Politics; Presidents; Research Methodology
IDENTIFIERS- Presidential Candidates; *Presidential Debates

Prepared by educators and researchers involved in argumentation and debate, the articles in this special journal issue are based upon the assumptions that presidential debates are important, are likely to continue, and are of unique interest to students, scholars, and practitioners of argument. The first two articles in the issue provide overviews of both presidential debates and of the place of the debates in the 1980 campaign. The next three articles analyze respectively the impact of the controversy over whether the candidates would debate at all, the basic debate strategy and specific argumentative tactics of candidate Ronald Reagan and his advisers, and the types of statements employed by President Jimmy Carter, John Anderson, and Reagan in the debates, as well as the types of issues each addressed. The two remaining articles examine how Reagan came to be regarded as the "winner" of the debates with Carter, and how the various formats for televised political debates affected the debates themselves. The journal issue also contains a selected bibliography of materials dealing with presidential campaign debating. (FL)

ED 228 712 EA 015 561

Chou, Donald; And Others
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
Commission on Civil Rights, Washington, D.C.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Courts; Higher Education; *Parochial Schools; Private Education; Public Policy; *Racial Discrimination; Religion; *State Church Separation; *Taxes
IDENTIFIERS- Bob Jones University v United States; Goldsboro Christian Schools Inc v United States; Internal Revenue Code; *Religious Freedom; *Tax Exemptions

In light of two cases soon to be decided by the U.S. Supreme Court--"Bob Jones University v. United States" and "Goldsboro Christian Schools, Inc. v. United States"--this monograph discusses the issue of freedom of religion and racially discriminatory private religious schools. After noting the statutory basis of tax-exempt status granted by the U.S. Internal Revenue Service (IRS), the author explains the historical underpinnings of the fundamental national policy against racial discrimination and describes the events leading up to the IRS decision to deny tax-exempt status to racially discriminatory private schools. The monograph then discusses the constitutional conflict that arises when religious beliefs violate the national policy against racial discrimination. The author next explores the establishment clause problem that occurs when government treats one religious institution differently than another. Finally, he discusses section 501 (c)(3) of the IRS code (which grants tax-exempt status to charitable organizations) and traces IRS authority and policies regarding the granting and, later, denial of tax-exempt status to private religious schools discriminating on the basis of race. (Author/RW)

ED 228 727 EA 015 577

Jones, Thomas N.
Governance.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Board of Education Policy; *Board of Education Role; *Boards of Education; *Court Litigation; Elections; Elementary Secondary Education; *Governance; Meetings; *School Law; School Organization; *School Policy; Student Transportation

This chapter examines cases reported during 1981 that address the issue of school board governance. In addition to immunity cases, topics covered include the legal issues involved in establishing school board policies, the powers and responsibilities of school boards, open meeting laws, school board member misconduct, school elections, school organization, and the legal aspects of transportation of students. (MLF)

ED 228 744 EA 015 597

Procedures for Kentucky Accreditation Program.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accreditation (Institutions); Accrediting Agencies; Administrator Responsibility; Agency Role; Committees; Elementary Secondary Education; *Evaluation Methods; Institutional Role; *School Districts; State Departments of Education
IDENTIFIERS- Kentucky; Site Visits

The steps involved in the accreditation of Kentucky school districts and the responsibilities of everyone participating in the accreditation process are listed here. Responsibilities outlined include those of all state department of education personnel (such as the accreditation coordinator and accreditation director) and those of local district personnel (such as the local school district contact person and the school district committee member). The procedures included in district orientation are listed, beginning 6 months before the accreditation review and ending with the review itself. Responsibilities of the district during the site visit are listed. Also supplied is a list of all documentation that districts are required or suggested to submit to the accreditation team. Items listed include self-study instruments, a local school calendar, the local board policy handbook, school plan information, and a copy of a lunch menu and production record. The paper ends with procedures for finalizing the accreditation report. (JM)

ED 228 759 EC 151 605

Duran, Elva
Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Autism; *Communication Skills; *Daily Living Skills; *Functional Reading; Higher Education; Hispanic Americans; Parent Education; Preservice Teacher Education; Reading Instruction; *Severe Disabilities; Severe Mental Retardation; *Spanish Speaking; Total Communication; Travel Training; Vocational Rehabilitation
IDENTIFIERS- *University of Texas El Paso

Vocational and language skill development of severely retarded and autistic adolescent Hispanics is a training focus at the University of Texas, El Paso. University students and parents of the handicapped are trained in the following areas: teaching grocery shopping and how to order from fast food restaurants, teaching use of public transportation; teaching vocational tasks needed for independent living; teaching the nonverbal to use language communication boards (Spanish only or Spanish and English) in order to purchase items in the community; and teaching a series of language activities in the context of the real world. Simulations and photographs are used as teaching aids, and clients are encouraged to communicate by signing, manual communication, and gesturing. Another important area is functional reading instruction which, when combined with vocational habilitation, involves teaching the client to read words that will be used in the vocational activities. Instruction may be provided in Spanish only, or a combination of English and Spanish. (SEW)

ED 228 435 CE 035 542

Stout, Nancy L.; Krulwich, Maxine T.

Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 82
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); *Access to Education; Adaptive Behavior (of Disabled); Curriculum Development; *Disabilities; Educational History; Educational Resources; Federal Legislation; Guidelines; Job Development; *Mainstreaming; *Normalization (Handicapped); Postsecondary Education; Program Implementation; *Vocational Education

This fact sheet describes vocational education within historical and legislative perspectives, focusing on how the components of vocational education programs can be adapted to include disabled students. Examples from a variety of postsecondary programs illustrate how assessment, curriculum modifications, devices and technology, testing, and job development have been made accessible to students with disabilities. Recommendations are included for administrators, instructors, support staff, and students. Annotated lists of readings and resources are included in the paper. (KC)

ED 228 477 CE 035 654

Phillips, Carl R.
Project PACCE CBAE Materials User's Guide.
Urbana Adult Education Center, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
PUB DATE- Jun 82
AVAILABLE FROM- Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Annotated Bibliographies; *Classroom Techniques; *Competency Based Education; Definitions; *Educational Practices; Guidelines; Instructional Materials; Program Implementation; *Teaching Methods
IDENTIFIERS- *310 Project; *Project PACCE

A product of Project PACCE (Providing Professional Development, Assessment, and Coordination of Competency Based Education), this guide is Assessment, and Coordination of Competency Based Education), this guide is designed to introduce adult educators to competency-based adult education (CBAE) in a manner that is informative, yet non-technical. Included in the three sections of the guide are 10 common questions regarding CBAE, guidelines for using CBAE, and a summary of CBAE teaching techniques. A brief list of resources, a sample CBAE unit, and additional notes discussing the nature and scope of CBAE are appended. Concluding the guide is an annotated bibliography of various published and unpublished CBAE instructional materials that contains information concerning each item's curriculum area, instructors' ratings of the item, and the agency or person responsible for disseminating the item. (MN)

ED 228 503 CE 035 697

Ashmore, M. Catherine; Pritz, Sandra G.
Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; *Marketing; *Planning; Postsecondary Education; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on planning marketing strategy for a small business, the sixth in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) explain the "market-oriented" approach to planning, (2) list the controllable factors in each element of the marketing mix, (3) justify the use of market information and market research in planning, (4) develop a procedure for identifying target markets and developing a marketing mix, and (5) outline a marketing plan. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 514 CE 035 708

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; *Credit (Finance); Educational Resources; Employer Attitudes; *Entrepreneurship; Interest (Finance); Learning Activities; Learning Modules; *Loan Repayment; Management Games; Managerial Occupations; Money Management; Postsecondary Education; Recordkeeping; *Records (Forms); Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on managing customer credit and collections in a small business, the 17th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify techniques of setting credit limits for credit customers, (2) explain the types of information to be included in a credit record for a customer, (3) describe how an average accounts receivable collection period can be calculated and used to identify credit problems, (4) describe the format that can be used to design an accounts receivable aging system, (5) identify and discuss effective internal and credit collection procedures, and (6) identify and discuss common attitudinal problems managers have about credit collections. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 526 CE 035 720

Ashmore, M. Catherine; Pritz, Sandra G.
Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Compliance (Legal); *Entrepreneurship; Federal Legislation; Federal Regulation; Individualized Instruction; *Laws; Learning Activities; Learning Modules; Local Legislation; Policy Formation; Postsecondary Education; Retraining; *Small Businesses; State Legislation; Taxes; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on complying with government regulations, the 10th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Three competencies are dealt with in this instructional unit, including (1) appraising the effects of various regulations on one's business operations, (2) acquiring the information necessary to comply with the various rules and regulations affecting one's business, and (3) developing policies for one's business to comply with government rules and regulations. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately three hours of class time. (YLB)

ED 228 698 EA 015 546

Richards, Craig; Encarnation, Dennis J.
Race and Educational Employment.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-82-A26
PUB DATE- Dec 82
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education Programs; Blacks; Elementary Secondary Education; Hispanic Americans; Mathematical Models; *Racial Composition; State Surveys; Students; Tables (Data); *Teacher Distribution; *Teacher Employment; Teacher Integration; Teachers; Teacher Supply and Demand; Whites
IDENTIFIERS- *California

Using quantitative analysis, researchers studied the patterns of employment and assignment for Black, Anglo (White), and Hispanic teachers in California's public schools. After reviewing data on minority teacher and professional employment in the national public and private sectors and in California teaching, the authors discuss alternative explanations of minority employment patterns, based on either supply or demand factors. Using Multinomial Logit Analysis, they construct a mathematical model of the interrelationships among teacher employment and assignment, teacher race, and minority student desegregation. Data on school educational level, racial and ethnic changes in the student population, and teacher race, sex, education, experience, and bilingual certification were gathered from the 1981 survey of all California public school teachers. The authors find that teachers are assigned on the basis of schools' racial composition; that changes in the population of Anglo, Black, and Hispanic students contribute to racially based teacher employment and assignment; and that bilingual education programs help increase the segregation of Hispanic teachers into schools with larger percentages of Hispanic students. Implications for social theory and public policy are briefly discussed. An appendix offers further explanation of the mathematical model. (RW)

ED 228 774 EC 151 620

Brown, Ruth Wharton
Resource Specialist Training Resources. Volume I.
California State Dept. of Education, Sacramento. Special Education Resource Network.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.; Sacramento County Office of Education, Calif.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Career Education; *Consultation Programs; Diagnostic Teaching; *Disabilities; Educational Objectives; Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; *Learning Modalities; Parent Education; *Resource Teachers; State Legislation; Vocational Education
IDENTIFIERS- *California

A collection of materials for the training of special education resource specialists are presented as the first of four volumes. The materials pertain to California legislation, coordination, inservice programs, consultation, instruction, and career-vocational education. After reviewing provisions of Assembly Bill 777 and Senate Bills 1870 and 769, information is presented on objectives and methods of inservice training, adult workshops, and the improvement of inservice programs. The next section outlines the consulting function and skills of the resource specialist; and approaches to time management, including suggestions for using a daily calendar. A form for daily planning, a pre- and posttest on time management, and an article on resource teacher time utilization are included. The next section presents guidelines for parent conferencing, a list of parent education programs and resources, and three articles on working with parents and individualized education programs. The section on instruction outlines: special education goals; components of auditory, visual, sensori-motor, spatial, temporal, social, and academic skills; information on classrooms organized for auditory, kinesthetic, and visual learners; information on prescriptive teaching; goal statements and objectives of career education; and career education activities for the learning disabled student by level. The final section includes 34 pages of overhead transparencies. (SEW)

ED 228 422 CE 035 519

Sexual Harassment on the Job. A Guide for Employers.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Annotated Bibliographies; *Change Strategies; Civil Rights Legislation; Court Litigation; Definitions; *Employer Employee Relationship; Employers; *Employment Practices; Federal Courts; Federal Legislation; Federal Regulation; Guidelines; Questionnaires; *Sex Fairness; *Sexual Harassment; State Legislation; *Work Environment
IDENTIFIERS- Equal Employment Opportunity Commission; *New Hampshire

This guide is intended to help employers in New Hampshire curtail sexual harassment on the job. Covered first are the nature and scope of sexual harassment, the victims of the problem, and the reasons why sexual harassment is a problem for employers as well as victims. The next section deals with various aspects of sexual harassment and the law, including federal law and Equal Employment Opportunity Commission (EEOC) guidelines, New Hampshire state law, complaint processing, and federal case law. After a list of actions that employers can take to eliminate sexual harassment in their organizations, a model questionnaire on sexual harassment is presented. Also provided are a sample policy and an annotated bibliography on sexual harassment. The text of the EEOC guidelines on sexual harassment concludes the guide. (MN)

ED 228 540 CE 035 744

Chapman, Jane Roberts; And Others
Women Employed in Corrections.
Center for Women Policy Studies, Washington, D.C.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Feb 83
GRANT- 79-ED-AX-0011
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Change Strategies; Civil Rights Legislation; *Correctional Institutions; *Correctional Rehabilitation; Demography; *Employed Women; Employment Level; *Employment Opportunities; *Employment Patterns; Federal Legislation; Individual Characteristics; Job Placement; Labor Force; Legal Problems; Promotion (Occupational); Questionnaires; Recruitment; *Sex Discrimination; Surveys
IDENTIFIERS- Maryland; Michigan; South Carolina

A research project was conducted to compile a profile of women employed in corrections. More specifically, the study was designed to identify the corrections occupations in which women are working as well as the factors affecting the recruitment, placement, and advancement of women in the field. The research was accomplished in two stages. First, an employment profile of women in corrections occupations was developed using data supplied by the Equal Employment Opportunity Commission and other supplementary sources. Next, questionnaires were administered to 362 women and 145 men employed in 59 state and local correctional agencies in Maryland, Michigan, and South Carolina. According to both these data sources, women are underrepresented in corrections in comparison to their participation in the employed civilian labor force. Furthermore, women employed in corrections tend to be concentrated in clerical and support staff positions. The career aspirations of the women interviewed were not as high as those of the men interviewed. Some evidence exists that organizational barriers may affect aspirations and, thereby, further contribute to occupational segregation. Finally, a major obstacle to increasing the percentage of women in the corrections field is the unresolved conflict between employment rights of women on the one hand and inmate privacy rights and an institution's security on the other. (MN)

ED 228 618 CS 007 068

Pinne, Susan M.
Teaching Reading in the Mathematics Class.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTIONS- Annotated Bibliographies; *Content Area Reading; Elementary Secondary Education; Learning Activities; *Mathematics Instruction; Readability; *Reading Comprehension; Reading Games; *Reading Instruction; *Reading Research; *Reading Skills; Textbooks; Vocabulary

Intended as a resource to help mathematics teachers better understand how reading difficulties can affect student math performance, this annotated bibliography contains approximately 75 entries. The entries are arranged into the following categories: (1) reading skills needed in mathematics, (2) mathematical vocabulary and symbols, (3) comprehending mathematical materials, (4) problem solving, (5) mathematics and language, (6) readability of mathematical materials, and (7) other related topics. Additional sections of the bibliography provide a summary of research findings, conclusions based on those findings, and recommendations for classroom teachers. Appendixes offer suggestions and strategies for teaching the skills needed to read mathematics and games and activities to reinforce those skills. (FL)

ED 228 634 CS 007 099

Finch, Carolyn M.
Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; *Cognitive Processes; Discourse Analysis; Grade 5; Intermediate Grades; Prior Learning; *Reading Comprehension; *Reading Instruction; Reading Materials; *Reading Research; Reading Skills; *Visualization
IDENTIFIERS- *Induced Mental Imagery; *Reading Strategies

A study investigated the ability of fifth grade above and below average readers to use mental imagery in reading familiar and unfamiliar text. The subjects, 80 fifth grade students reading either above or below grade level, were placed into either an experimental or a control group. All subjects individually read one familiar and one unfamiliar passage, completing a free recall and a cued recall test after each. Subjects in the experimental group were told to form pictures in their heads as a way of remembering what they had read, while those in the control group were told simply to remember what they had read. Results indicated significant differences between the experimental and control groups, but only on the cued recall test. There were also significant differences between the above average and below average readers and between students' scores on the different texts in favor of familiar text. Students' responses in the control group to a brief questionnaire revealed that 90% of the above average readers and 65% of the below average readers spontaneously used mental imagery while reading. All students in the experimental group reported effectively inducing mental imagery during reading. (FL)

ED 228 666 CS 504 153

Rogers, Donald P.
The Content of Organizational Communication: Movement towards Agreement.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Communication Research; *Course Content; *Course Descriptions; Higher Education; *Intellectual Disciplines; *Organizational Communication; School Surveys; Speech Communication; *Teaching Methods

In order to determine whether organizational communication (OC) had matured as an academic field, a study examined the course structure, course content, and teaching practices of a variety of OC courses. A 19-item questionnaire was sent to 762 OC professionals, 73 of whom indicated that they actually taught OC courses. Results showed that the course is almost always called organizational communication, most schools offer it every term or every year, the average enrollment is about 30 students, and the course is usually an elective. Although no topic was covered in every OC course, communication theory, communication networks, organizational theory, communication climate, and informal communication were covered in at least 70 to 80% of the courses surveyed. Every course also included material on the improvement of communication in some form. Most teachers used a lecture/discussion method, and almost all used a textbook. The consistency of these results indicates that the field is moving out of its infancy and into a more mature stage. (JL)

ED 228 683 CS 504 185

Pearson, Judy C.; Roberts, Charles

Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences.

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- College Students; *Communication Research; Communication Skills; Females; Grades (Scholastic); *Grading; Higher Education; Males; Sex; *Sex Bias; *Sex Differences; *Speech Instruction; Speech Skills

A study examined the differential grading that occurs in the basic speech communication classroom and attempted to identify predictors for the differences in the grades that male and female students receive. Subjects, 47 women and 48 men enrolled in the same lecture section of a basic communication course at a small private midwestern college, completed the Personal Attributes Questionnaire and indicated their sex on the instruments. Each subject's final grade in the course, ACT score, and high school grade point average were obtained from college records. Analysis of the results indicated that when the effects of classroom context and abilities are removed, biological sex is still a significant predictor of grade in the speech communication course, but psychological sex, or sex type, is not. Two possible explanations for these results--that women are more effective oral communicators than men, or that evaluators respond more favorably to the same communication skills when they are demonstrated by women--are currently being studied. (JL)

ED 228 728 EA 015 578

Beckham, Joseph C.
Employees.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Civil Liberties; Contracts; *Court Litigation; Disabilities; Discipline; Dismissal (Personnel); Due Process; Elementary Secondary Education; *Employment Practices; *Equal Opportunities (Jobs); Reduction in Force; Retirement; *School Law; *School Personnel; Teacher Certification; Tenure

This chapter examines cases reported during 1981 concerning school employees. In the format used, federal questions are addressed first, then issues associated with state laws. The author deals with cases in the areas of discrimination in employment, substantive constitutional rights of speech and association and privacy, and procedural due process. The majority of cited discrimination cases deal with the interpretation of Title VII. Dismissal and discipline cases include those citing insubordination, unprofessional conduct, immorality, neglect of duty, and incompetency. These are followed by cases that concern reduction in force and abolition of position, contractual disputes, tenure, certification, disability, and retirement. (MLF)

ED 228 745 EA 015 598

Gall, Meredith D.; And Others

The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
AVAILABLE FROM- Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basic Skills; Educational Improvement; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; Objectives; Program Evaluation; Teacher Attitudes; *Training Methods; Training Objectives
IDENTIFIERS- *Research Practice Relationship

Examined here is the question of whether current teacher inservice activities for improving students' basic skills incorporate research-validated practices. First, 27 dimensions for analyzing inservice education were idenitified under six headings: teacher objectives, student objectives, delivery systems, organizational context, governance, and selection/evaluation. Then research literature was reviewed to identify inservice practices that have had demonstrated effects on students' basic skill achievement, teacher behavior, and teacher satisfaction. Six elementary schools were studied to determine how much the research-validated practices were used. Teachers and administrators were interviewed concerning their perceptions and descriptions of their schools' inservice activities. Findings indicated that most of the inservice activities did not use research-validated methods. Specifically, inservice activities were short-term activities for teacher improvement rather than long-term activities for school improvement, and programs were fractionated across many goals. Although most subjects approved of the effective practices identified, they were satisfied with 80-90 percent of the inservice training they participated in that did not incorporate the practices. The authors conclude that inservice education needs to be more tightly coupled to district-level priority goals and assessment of goal attainment. Interview schedules and other materials are appended. (JM)

ED 228 380 CE 034 597

Rader, Martha; Metha, Arlene
Instructional Strategies for Serving Special Populations in Vocational Education.
Arizona State Univ., Tempe.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Case Studies; Classroom Techniques; Curriculum Guides; *Disabilities; Educational Legislation; Educational Needs; *Educational Strategies; Elementary Secondary Education; Federal Legislation; *Females; *Functional Reading; Guidelines; Interdisciplinary Approach; *Multicultural Education; Postsecondary Education; Reading Skills; Remedial Reading; Sex Fairness; Student Needs; Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS- Public Law 94 142; *Special Needs Students; Teacher Awareness

Intended for use at all levels, this interdisciplinary curriculum guide deals with instructional strategies for serving special populations in vocational education. It consists of four volumes of materials devoted to the needs of handicapped persons, persons in multicultural educational programs, women, and vocational students with reading problems. Included in the volume on the needs of handicapped persons are the following: an awareness exercise; highlights of, an article on, and a learning packet on P.L. 94-142; case studies; and a bibliography. Provided next are materials concerning women and sex equity, including an awareness exercise, transparencies, case studies, and a bibliography. In a discussion of vocational students with reading problems, various issues are addressed, such as survival skills, following directions, gaming, student vocabulary assessment, a silent reading-skills survey, a checklist for textbook evaluation, the Fry Readability Formula, and survival paks. (MN)

ED 228 394 CE 035 282

Iverson, Maynard J.

Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.

North Carolina State Univ., Raleigh.

SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Change Strategies; Comparative Analysis; Females; Males; Policy Formation; *Public Schools; *Public School Teachers; School Personnel; School Policy; *Sex Discrimination; Sex Role; *Sexual Harassment; Stress Variables; *Vocational Education Teachers; Work Environment

IDENTIFIERS- *Job Stress; *United States (Southeast)

A study investigated the nature and extent of sexual harassment among vocational educators of both sexes in the Southeastern United States. Other objectives of the study were to assess the policies and procedures available for employees and to develop guidelines for dealing with the problem. After mailing questionnaires to a 5 percent random sample of American Vocational Association members in the region, researchers obtained usable responses from 443 of the 735 eligible subjects. While only 29 respondents indicated that they had experienced harassment during the past 3 years, 44 teachers reported observing harassment. Comments with sexual meanings were the most commonly mentioned form of harassment, occurring occasionally or as often as 82.6 percent of the time. Because the victim's most frequent response to the harassment was to ignore it, no change took place in more than one-third of the cases. The major recommended means to stop harassment were to use care in dress, to clarify marital status or commitment to others, and to object openly to the action. In terms of general attitudes toward sex in the workplace, the respondents upheld traditional views. Based on the findings of the study, 10 guidelines were offered for dealing with sexual harassment in vocational education. (MN)

ED 228 408 CE 035 489

Phelps, L. Allen; And Others
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Eastern Illinois Univ., Charleston.; Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Adults; Case Studies; *Cost Effectiveness; Cost Estimates; *Disabilities; Educational Benefits; Federal Legislation; *Job Training; Outcomes of Education; Postsecondary Education; *Program Costs; *Program Effectiveness; Secondary Education; Sheltered Workshops; Vocational Rehabilitation; Vocational Training Centers
IDENTIFIERS- Illinois

A 6-month study was conducted of Illinois job training, rehabilitation, and vocational education programs serving handicapped persons by the Illinois Vocational Education Task Force. From a list sent to 225 vocational and special education directors, Comprehensive Employment and Training Act prime sponsors, and rehabilitation services officers, eight programs were selected for in-depth case studies to determine their cost-benefits. The programs included three community colleges, two rehabilitation facilities, an area vocational center, a high school, and an evaluation and development center. Observations about the programs showed that these successful programs had extensive employer involvement, comprehensive services, strong professional personnel, excellent interagency coordination, and stable financial support from a variety of sources. The programs were expensive, averaging $4,175 per client. These costs, however, were offset by increased wages paid to the trained individuals, resulting in taxes paid and in reduction of public assistance, and by enhanced independence and self-concept. As a result of the study, recommendations were made to continue and expand economic incentives for employer participation in programs for handicapped persons, to continue federal legislative mandates for programs for them, to increase funding, to promote interagency collaboration, and to encourage local schools to provide career development education for handicapped youth. (KC)

ED 228 436 CE 035 545

Noncollegiate Postsecondary Schools with Occupational Programs, 1982.
National Center for Education Statistics: Early Release.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-309
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Accreditation (Institutions); *Enrollment; *Enrollment Trends; Females; Full Time Students; Males; National Surveys; *Postsecondary Education; *School Size; State Surveys; Vocational Education; *Vocational Schools

Enrollment in noncollegiate postsecondary schools with occupational programs was 1.9 million in 1982, approximately the same level as in 1980, according to the National Center for Education Statistics (NCES). This finding is from the sixth biennial NCES survey of 7,603 noncollegiate postsecondary schools with occupational programs. Overall, 9,208 postsecondary schools offered occupational training programs in 1982 (7,603 noncollegiate). Nearly 25 percent of the schools were classified as cosmetology/barber schools, 14 percent were business/commercial schools, and 11 percent were community/junior colleges. More than 65 percent of the schools were proprietary, and another 14 percent were independent nonprofit institutions. Only 20 percent were public (mostly colleges and universities). California had both the highest number of schools (1,043) and the largest number of students in occupational programs (248,000). Other states with large numbers of students were New York, Michigan, Florida, and Pennsylvania. The majority of students were full-time, with slightly more than half being women. Almost 65 percent of all schools were either accredited or eligible for federal student grant or loan programs. (Five tables are included in this early release.) (KC)

ED 228 451 CE 035 587

Wood, Margo; And Others
The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; Adult Education; Adult Literacy; *Adult Reading Programs; Demonstration Programs; Diagnostic Teaching; Graduate Students; *Literacy Education; Out of School Youth; *Program Effectiveness; Program Implementation; Reading Achievement; Reading Improvement; *Reading Instruction; Self Concept; *Staff Development; Teacher Effectiveness; *Tutorial Programs; Tutors; Undergraduate Students

The major goal of the University of Southern Maine Reading Academy Project was to demonstrate the effectiveness of process-oriented, diagnostic/prescriptive instruction by trained tutors in raising the literacy levels of adults reading at less than a sixth grade equivalency level. Preservice and inservice training using an empirical model of reading development was provided to students who served as tutors to approximately 240 adults. It was hypothesized that the extent of students' gains in literacy and self concept would correlate highly with the extent of tutors' adherence to the specified program. The procedure for measuring program implementation involved translating the process-oriented approach to reading instruction into specific, observable teacher behaviors and measuring their effectiveness. This was accomplished through specification of essential components of the model program, development and use of tutor interviews and rating scales to collect data on program implementation, and analysis of data by means of a multiple regression equation. Student achievement in reading and changes in students' self-concept were measured by the Adult Basic Learning Examination and the Self Esteem Inventory. Extent of program implementation was shown to be the factor that weighted most heavily on prediction of residual posttest scores. (YLB)

ED 228 465 CE 035 605

Singer, Elizabeth
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; *Adult Students; *Attitude Change; Change Agents; Change Strategies; *Counseling; Educational Change; Educational Needs; Educational Resources; Guidelines; *Interpersonal Communication; *Interpersonal Relationship; *Mentors; Postsecondary Education; Professional Development; Student Teacher Relationship; Workshops
IDENTIFIERS- 310 Project; Illinois

Developed in two training sessions involving key personnel from business, industry, and community agencies who counsel employees or clients about career changes, this handbook is intended to help persons who are responsible for guiding adults through educational or career changes. The guide is organized into 11 sections. Topics covered by these sections are the following: definition of educational mentoring, motivating learning and growth of adults, barriers to change that managers create or reinforce, dimensions of educational brokering in the mentor role, factors which enable a mentor to be helpful, communications skills a mentor uses, barriers to effective networking as a mentor, recognizing a mentor from the adult's point of view, issuing invitations to learning and growth, communication blocks, and contracting for action. A list of the persons who attended the mentoring workshops and a guide to resources for educational mentoring complete the handbook. (KC)

ED 228 491 CE 035 685

Ashmore, M. Catherine; Pritz, Sandra G.
Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Advertising; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Decision Making; *Entrepreneurship; Learning Activities; *Publicity; *Public Relations; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on promoting a business, the 13th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the concept of promotion, the major methods of promotion used by small businesses, the relationship between promotion and other business decisions, the decisions that must be made when completing a promotional plan, and the importance of public relations programs for small businesses. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 555 CG 016 580

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

REPORT NO.- NYSED-82-7210
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 5; Information Sources; Intermediate Grades; *Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the fifth grade level focus on drug use and body balance, drugs and society, problem solving and decision making, and group dynamics. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

ED 228 571 CG 016 597

Montemayor, Raymond

Arguments with Parents and Parent-Peer Involvement during Adolescence.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers; "Papers Presented at..." (150)

DESCRIPTIONS- *Adolescents; Conflict; Family Life; Interaction; *Parent Child Relationship; *Peer Relationship; Research Methodology; Secondary Education; Sex Differences; *Social Development; Stress Variables

IDENTIFIERS- Time Studies

The validity of adolescents' responses to questions about the quality of their relationships with parents and peers is often limited by memory distortions, stereotypic response tendencies, and social desirability. In order to obtain more detailed reports about their behavior than is possible using questionnaires, and to investigate the relationship between parent and peer involvement and the association between conflict with parents and peer orientation, a time use methodology was developed. Reports on time use and parent conflict over a 3-day period were obtained from 64 adolescents through telephone interviews. Free time, task time, and measures of conflict were assessed. Data analyses showed that adolescents spent equal amounts of time with parents and peers, but engaged in different types of activities with these two groups, i.e., work and task activities with parents and play and recreation with peers. Time spent with parents was negatively correlated with peer time for females and with time spent alone for males. Adolescents who had disagreeable relations with their mothers spent much of their time with their fathers, not with peers. The sex differences revealed support the idea that males and females follow very different developmental pathways in separating from their parents. (Author/JAC)

ED 228 587 CG 016 614

Schilmoeller, Gary L.; And Others
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
SPONS. AGENCY- Maine Univ., Orono.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; Cohort Analysis; Demography; *Early Parenthood; *Infants; Marital Status; Medical Services; *Physical Characteristics; *Physical Health; *Prenatal Influences; Secondary Education; Trend Analysis; Youth Problems
IDENTIFIERS- *Maine

The antecedents and consequences of adolescent pregnancy attracted a great deal of research attention during the 1970's. National statistics show the number of births to adolescent mothers has been declining. To analyze trends in the incidence of births to adolescents in Maine between 1971 and 1980 and to provide a profile of the health and demographic characteristics of this population, computerized records of births to Maine mothers under 20 years of age were analyzed. Results showed births to teenage mothers as a percentage of total births declined from 17.1% in 1971 to 14.9% in 1980. The proportion of out-of-wedlock births to teenage mothers rose from 21.9% in 1971 to 41.8% in 1980. There was a trend toward better prenatal care, and the great majority of the infants were healthy. About two-thirds of the women were 18 and 19 year olds, while 4% were 15 or younger. Results also showed that 53% of the fathers were over 21 years old. Data indicate that trends in adolescent childbearing in Maine are not substantially different from the rest of the nation, and that progress has been made in dealing with the problems of teenage mothers. (JAC)

ED 228 603 CS 007 035

Covner, Thelma Crockin
A Study: The Relationship of Personality Type to Vocabulary Development.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Style; College Students; Higher Education; Personality Measures; *Personality Studies; *Personality Traits; *Reading Research; *Vocabulary Development
IDENTIFIERS- Myers Briggs Type Indicator

To test the hypothesis that aspects of one's personality are associated with expansion of his or her vocabulary, a study focused on thirteen students of various ages who constituted a vocabulary development class. Students were taught techniques for discovering meaning through context or extracting meaning through word structure. Considerable time was also spent in dictionary use as well as in a workbook approach to Latin and Greek roots, adverbs, and adjectives. During a 10 week quarter, students took a pretest, weekly quizzes, a midquarter exam, and the final exam containing a posttest. At the end of the quarter, students took the Myers-Briggs Type Indicator derived from Carl Jung's personality typology. The questionnaire classified students according to four major dichotomous groupings, each designed to indicate direction or a "habitual choice betwen opposites": (1) extraversion or introversion, (2) sensing or intuition, (3) thinking or feeling, and (4) judging or perceiving. Responses and test scores indicated that students who were intuitive types consistently did better than students who were sensing personality types. The intuitive-perceiving type even surpassed the intuitive-feeling type. Among the sensing types, those who were sensing-thinking had higher pretest scores than the sensing-feeling students. (HOD)

ED 228 650 CS 207 439

Pinsel, Marc I.; Pinsel, Jerry K.
Postponing the Encyclopedia: Children as Researchers.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Data Collection; Elementary Education; Interviews; *Language Arts; Personal Narratives; *Problem Solving; *Research Skills; *Student Research; Surveys; *Teaching Methods
IDENTIFIERS- *Research Papers (Students)

Research is the planned collection, selection, and processing of information that typically takes three forms--historical, descriptive, or experimental. Historical research seeks to uncover facts with respect to events that have already happened, descriptive research seeks to uncover facts with respect to the current scene of events, and experimental research seeks to develop more theoretical knowledge in a given field. Young students can become excellent historical researchers by making use of primary source materials provided by the oral interview. Students can be asked to tape record their grandparents' remarks about their early school experiences or to compile a cookbook of "secret" family recipes that have been handed down through the generations. The point is to get them started talking and interviewing persons as sources of information. If relatives are not available, children can consult with older neighbors in their community. Children can also be introduced to descriptive research by focusing upon a real-life problem that is both manageable and important to them. Problems might include rowdy school cafeterias, crowded hallways, or unsafe traffic intersections. Once a problem has been isolated, the children can brainstorm with the teacher for a list of solutions to the problem. Then they must refine, combine, or categorize their solutions into a manageable number of options. Small groups can then investigate the possible solutions through data collection or surveys. In these ways the language arts teacher can broaden the children's research skills beyond the paraphrasing of the encyclopedia. (HOD)

ED 228 713 EA 015 562

Clancy, Peter L.
19 Improving Schools and Why: Their "Formula for Success."
Eastern Michigan Univ., Ypsilanti.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
REPORT NO.- ISBN-0-911467-00-9
PUB DATE- 82
AVAILABLE FROM- Publications, Office of Community Education Research, 34 F Boone Hall, College of Education, Eastern Michigan University, Ypsilanti, MI 48197 ($7.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; Community Education; Computer Oriented Programs; *Educational Assessment; Elementary Education; Interpersonal Communication; Mastery Learning; Mathematics Achievement; Reading Improvement; School Demography; *School Effectiveness; Staff Development; *Success; Tables (Data)
IDENTIFIERS- *Michigan

Students at 19 Michigan elementary schools in 17 districts showed a dramatic improvement in Michigan Educational Assessment Program test score results from 1976 to 1979. A three-pronged effort to identify the factors associated with the improvement involved a computer analysis of school demographic data, field interviews, and a symposium of 107 key personnel from 18 of the 19 schools who corroborated the field interviews. Analysis of the demographic data failed to reveal any positive correlation with success; however, a "Formula for Success" extracted from the interviews and symposium contains seven elements that constitute a "critical mass" that all 19 schools possess. The seven elements are: (1) the staff has a high degree of intercommunication; (2) the instructional program contains the basic elements of mastery learning; (3) the principal is a strong leader with an understanding of curriculum and instruction; (4) the staff is stable, flexible, innovative, and skilled; (5) the parents are supportive because the school communicates well with them, and in some cases community education programs make this possible; (6) the superintendent is a leader who communicates clearly the importance of academic achievement; and (7) all the parties involved in the teaching-learning process know what is expected of them. (MLF)

ED 228 760 EC 151 606

Batsche, Catherine J.
Handbook for Vocational School Psychology.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Career Education; Counselor Role; Daily Living Skills; *Disabilities; Elementary Secondary Education; *Interest Inventories; *Prevocational Education; *School Psychologists; Student Evaluation; Vocational Aptitude; Vocational Education; *Vocational Evaluation; Work Sample Tests

Information on vocational school psychology and resource materials are presented. After an introduction to the history of vocational school psychology, a distinction is made between career education and vocational education, and components of the vocational assessment process are examined. In addition, vocational assessment methods are discussed, and the role of the school psychologist in vocational education is considered. Appended materials include the following: a report of a commission to study the school psychologist's role in career and vocational education; a needs/services analysis survey form; sample guidelines for program placement; a case study; sample report formats for vocational assessment; a student interview format; a parent interview format; a list of assessment instruments for functional life skills, independent living skills, and prevocational skills; a chart reviewing vocational interest inventories; a list of considerations for the selection and purchase of commercial work sample systems; a list of steps in developing a local work sample; a list of six professional associations; and an 18-item bibliography. (SEW)

ED 228 423 CE 035 520

Mirengoff, William; And Others
CETA: Assessment of Public Service Employment Programs.
National Academy of Sciences - National Research Council, Washington, D.C. Committee on Evaluation of Employment and Training Programs.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-0-309-02925-2
PUB DATE- 80
AVAILABLE FROM- Office of Publications, National Academy of Sciences, 2101 Constitution Avenue, NW, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Adults; Disadvantaged; *Employment Programs; Federal Programs; Job Development; Job Placement; *Job Training; *Program Effectiveness; Program Implementation; Program Improvement; *Public Service Occupations; Unemployment
IDENTIFIERS- *Comprehensive Employment and Training Act; *Emergency Jobs Programs Extension Act 1976

This study analyzes the extent to which targeting objectives of the Emergency Jobs Programs Extension Act (EJPEA) of the Comprehensive Employment and Training Act (CETA) programs have been achieved by federal and local officials and the effectiveness of limited-duration projects in providing useful public services. The study deals with the administration and program of EJPEA and with the consequences of doubling the size of public service employment programs in a very short period. It examines whether jobs created are positions that would not otherwise exist, but does not assess the extent of substitution. The major source of data was a survey conducted through a network of field research associates in 28 areas. The sample was drawn from the universe of 450 prime sponsors; government officials and U.S. Department of Labor reports also were consulted. The study found that the basic objectives of EJPEA--directing the program more to persons who have been least successful in the job market and restraining substitution--were only partially achieved. They were compromised to some extent because of the pressure from the Department of Labor for rapid expansion and the tendency of localities to adapt federal programs to local objectives. In the interest of speed and of ensuring local cooperation, the definition of projects was watered down, and the criteria for eligibility were liberalized. (This book-length study contains detail on program participants, program implementation, and recommendations for improvement.) (KC)

ED 228 478   CE 035 672

Ashmore, M. Catherine; Pritz, Sandra G.
PACE Instructor Guide. Level 1. Research & Development Series No. 240A.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Business; Business Administration; Business Education; Business Skills; Career Choice; Competency Based Education; Credit (Finance); *Entrepreneurship; Federal Regulation; Financial Support; Government Role; Guidelines; Human Resources; Instructional Materials; Learning Activities; Legal Responsibility; Lesson Plans; Marketing; Merchandising; Money Management; Planning; Program Descriptions; *Program Implementation; Recordkeeping; Resources; Secondary Education; *Small Businesses; Student Evaluation; Technical Assistance
IDENTIFIERS- Business Finance; Business Law; *Program for Acquiring Competence Entrepreneurship

This teaching guide is designed for use in implementing the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). Designed for use with secondary students, the first level of PACE consists of 18 lessons that introduce students to the concepts involved in entrepreneurship and help them become aware of entrepreneurship as a career option. The guide contains the following materials: an introduction to PACE, instructions for using the program, its objectives, a description of the program's going-into-business project, teaching outlines for each of the program's 18 units, transparency masters, handouts, model activity responses, model assessment responses, and a list of selected curriculum resources. Included in the teaching outlines are series of objectives and teaching suggestions for conducting lessons on the following topics: understanding the nature of small business, determining one's potential as an entrepreneur, developing a business plan, obtaining technical assistance, choosing a type of ownership, planning for marketing strategy, locating the business, financing the business, dealing with legal issues, complying with government regulations, managing the business, managing human resources, promoting the business, managing sales efforts, keeping business records, managing finances, managing customer credit and collections, and protecting the business. (MN)

ED 228 527 CE 035 721

Ashmore, M. Catherine; Pritz, Sandra G.
Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Decision Making; Decision Making Skills; *Entrepreneurship; Goal Orientation; Individualized Instruction; Learning Activities; Learning Modules; *Organization; Personnel Management; *Planning; Postsecondary Education; Retraining; *Small Businesses; Supervision; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on managing businesses, the 11th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Three competencies are dealt with in this instructional unit, including (1) planning goals and objectives for a business, (2) diagraming the organizational structure for a business, and (3) establishing control practices and procedures for a business. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 699 EA 015 547

Rumberger, Russell W.
The Structure of Work and the Underutilization of College-Educated Workers.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-82-B7
PUB DATE- Dec 82
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Capitalism; College Attendance; College Graduates; Educational Demand; Educational Supply; *Education Work Relationship; Higher Education; *Labor Needs; Labor Utilization; *Underemployment

There is a growing disparity between jobs' educational requirements and workers' educational attainments, and also an increasing underutilization of college-educated workers. Changes in the demand for educated labor arise from changes in the U.S. economy's industrial structure and from changes in particular jobs' educational requirements. Changes in industrial structure, which may be related to capitalism's needs regarding labor costs, technology, and workplace control, have reduced the proportion of both high- and low-skilled jobs. Meanwhile, the changing supply of educated labor, resulting from both employers' needs and workers' political struggles, is evidenced by the increase in college-educated U.S. workers. The supply of college-educated workers exceeds the demand. This disparity presents productivity problems. It also causes differences between job and worker characteristics that may lead to dissatisfaction and poor performance. Possible responses to these problems include decision-making changes to increase workers' control, technical changes in job design that retain employer control, or changes in educational practices. More research is needed, however, on the relationship of education to productivity and to unemployment and technological change, and on workplace utilization of education. (RW)

Brown, Ruth Wharton
Resource Specialist Training Resources. Volume II.
California State Dept. of Education, Sacramento. Special Education Resource Network.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.; Sacramento County Office of Education, Calif.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Change; *Change Strategies; Communication Skills; *Disabilities; *Educational Change; Elementary Secondary Education; Group Experience; Principals; Resource Staff; *Resource Teachers; Staff Role; *Teamwork
IDENTIFIERS- California

Materials for special education resource specialists in California on implementing a team approach and facilitating change are presented as the second of four volumes. The first section includes a description of the resource specialist program; the interaction between the resource specialist and the principal; the roles of the resource specialist, principal, program specialist, and resource specialist aide; and the teamwork responsibilities of the resource specialist and aide. The second section contains a list of conditions that facilitate change; a form for rating readiness for change for six clusters (e.g., accessibility of resources and support, and skill in collaborative group work); a list of reasons that human resources are important to managers; a reading list on self-directed management; a description of A. Maslow's need hierarchy; and management guidelines. Thirteen pages of overhead transparencies are appended. Additional appendices include activities excerpted from "Handbooks of Structured Experiences for Human Relations Training" (Pfeiffer and Jones). These activities include the following topics: communications stress management, group dynamics, closure debriefing, individual differences, communication group processes, communication problem solving, and personal development. Rating forms are included in the activity units. (SEW)

ED 228 635 CS 207 419

Young, Art; And Others
The Value and Function of Poetic Writing.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Creative Writing; Educational Research; Higher Education; Identification (Psychology); Instructional Improvement; *Poetry; *Psychology; Schizophrenia; *Teaching Methods; *Writing Exercises
IDENTIFIERS- Britton (James); *Discourse Modes; *Theory Practice Relationship

Because poetic writing as a method of discourse and as a tool for learning plays a significant role in many theoretical models of writing but is rarely used in practice, a study was conducted to examine the effects on 70 college students in an introductory psychology class of a mixture of poetic and transactional assignments on the subject of schizophrenia. Students had one major expressive assignment (journals), two drafts (a first poem and a short story), and one final poetic assignment. They also had one draft and one final transactional assignment. A checklist and open ended questionnaire were used to gather student responses. Results indicated that the poem assignments encouraged creativity and helped students understand schizophrenia from the inside, while the transactional assignments helped them organize their thoughts and prepare to communicate them to another audience. (The report also briefly describes the experiences of one of four students selected for in-depth examination.) (JL)

ED 228 667 CS 504 158

Rancer, Andrew S.; Infante, Dominic A.

The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- College Students; *Communication Research; Higher Education; Interaction; *Interpersonal Attraction; *Interpersonal Communication; Motivation; *Personality Traits; *Persuasive Discourse; Physical Characteristics

A study examined the influence of physical attractiveness and trait argumentativeness as predictors of responses to an argumentative situation. Subjects, 152 college students identified as either high or low in trait argumentativeness, were randomly assigned to one of two treatment conditions: attractive or unattractive anticipated adversary. A cover story about an upcoming debate with students from another college was used to generate the data. Results indicated that the physical attractiveness of the intended adversary did not significantly affect either resultant motivation to argue or situation perception, but that the general motivational trait of argumentativeness strongly did. The findings suggest that physical attractiveness is less important in argument than in nonconflict situations, or is simply obscured by the power of the trait predisposition to argumentativeness. (JL)

ED 228 684 CS 504 186

Miranda, Kathleen Bindert
Restored Behavior and Oral Traditions.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aesthetic Values; *Cultural Context; *Cultural Interrelationships; Models; *Oral Interpretation; *Theater Arts; Theories
IDENTIFIERS- *Restored Behavior; *Schechner (Richard)

Interest in oral traditions has benefitted the field of interpretation in two ways: a new emphasis on the social and cultural contexts of performance, and an expanded perspective on performance manifestations. In Richard Schechner's concept of "restored behavior," the interpreter engages in a reconstruction of living behavior independent of its causal systems. Faced with the linguistic and aesthetic problems that result when materials are taken out of their social and cultural contexts, the interpreter uses rehearsal to begin the process of restoration. The interpreter's goal, emic performance, is restored behavior built on discoveries of native categories of information and action. Audiences must also be taught new roles when responding to the emic performance. The final challenge for the interpreter of the oral tradition is defining the cultural role of the performer. This sort of interpretation requires a methodology based on deduction, drawn from multiple, intercultural observations of those restorations of behavior that are culturally defined, enjoyed, and created as verbal art. (JL)

ED 228 729 EA 015 579

Jascourt, Hugh D.
Bargaining.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Collective Bargaining; *Court Litigation; Elementary Secondary Education; *Employer Employee Relationship; *Grievance Procedures; Negotiation Impasses; *School Law; School Personnel; *Scope of Bargaining

This chapter focuses on 1981 cases relative to collective bargaining. The author notes that after a decline in litigation, as reported in the previous edition, the number of bargaining cases rose again during the past year. The dominant area of controversy involved grievance arbitration. The second largest number of cases, dwarfed by the first category, involved scope of bargaining. Running throughout all the cases and perhaps prodding the increase in litigation were disputes concerning the results of decreased revenues and other efforts to cope with fiscal crisis. Topics of specific cases described by the author include recognition of unions and representation problems, rights and obligations of exclusive bargaining representatives, scope of bargaining, grievances, judicial review of awards, effect of the legislative process, impasse and dispute resolution, strikes and related protest, and public employment relations boards. Six cases that are likely to be trendsetters are presented in capsule form. (Author/MLF)

ED 228 437 CE 035 546

Kreienkamp, Ronald A.
Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Congruence (Psychology); Cost Effectiveness; *Flight Training; Individualized Instruction; *Outcomes of Education; Perception; Personality Assessment; Personality Measures; *Personality Traits; Postsecondary Education; *Program Effectiveness; Psychological Patterns; Safety Education; Student Attitudes; Teacher Attitudes; *Time Management
IDENTIFIERS- University of North Dakota

This study attempts to identify factors that may contribute to the learning process of the student pilot in order to lower flight costs while maintaining or increasing safety factors. Specifically, it tests the hypothesis that a significant relationship exists between the similarity of flight instructor and student pilot perceptive styles and the performance of the student pilot. If such a relationship exists, students and instructors can be matched, thus saving time necessary to obtain a private pilot's license. The sample population used in this study was 32 college students (22 males and 10 females) from the University of North Dakota in 1982. Subjects' personality differences were measured with form F of the Myers-Briggs Type Indicator (MBTI). The test contained indexes for determining each of four basic preferences: extrovert-introvert, sensing-intuitive, thinking-feeling, and judging-perceiving. The study found that only the extrovert-introvert differences between male student pilots and their flight instructors compared with student pilot flight training time were statistically significant. This result suggests that if male student pilots are paired with their instructors on the proximity of their scores on the extrovert-introvert scale of the MBTI, student pilots can be trained in less time. (The study was limited by small sample size and the absence of controls for intervening variables.) (KC)

ED 228 504 CE 035 698

Ashmore, M. Catherine; Pritz, Sandra G.
Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; Educational Resources; *Entrepreneurship; *Geographic Location; Learning Activities; Learning Modules; Management Games; Managerial Occupations; Postsecondary Education; Secondary Education; Site Analysis; *Site Selection; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on selecting a site for a small business, the seventh in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify factors that should be considered when selecting sites for specific types of businesses (retail, manufacturing, wholesale, service), (2) identify factors that should be considered when analyzing a geographic area as a possible location for a business, (3) determine the steps involved in selecting a business site, (4) discuss the factors considered in property appraisal, and (5) identify resources available to help entrepreneurs make site selections. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 515 CE 035 709

Ashmore, M. Catherine; Pritz, Sandra G.

Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Alarm Systems; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; *Crime Prevention; Educational Resources; *Entrepreneurship; Insurance; Learning Activities; Learning Modules; Management Games; Managerial Occupations; Postsecondary Education; Risk; Secondary Education; *Small Businesses; Stealing; Units of Study
IDENTIFIERS- Building Security; *Business Safeguards; *Program for Acquiring Competence Entrepreneurship; Risk Management

This unit on protecting a small business, the 18th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify protective measures that can be used to minimize shoplifting and losses from theft, (2) identify procedures that can be used to reduce bad check losses, (3) identify proper procedures for guarding cash, (4) explain how to secure business premises against burglary and robbery, and (5) identify the different types of business insurance policies available. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 541   CE 035 745

Fire Education and the News.
Federal Emergency Management Agency, Washington, D.C.
REPORT NO.- FEMA-FA-61
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Instruction; *Community Education; Documentaries; *Educational Television; *Fire Protection; Guidelines; Mass Instruction; *News Media; Pilot Projects; Program Descriptions; Program Development; Program Evaluation; Program Guides; Program Implementation; Publicity; *Safety Education; Telecourses
IDENTIFIERS- *Fire Education and the News Program

This program guide outlines the development of and provides guidelines for implementing a model community education project entitled: Fire Education and the News. Developed to encourage fire departments and local television stations to work together to produce in-depth new programing on fire safety, the Fire Education and the News program provides on-site technical assistance, telephone and written consultation, and financial support to local fire departments and news stations so that they can produce a locally-relevant fire safety mini-documentary. The following topics are discussed in the guide: the potential impact of the broadcasts, the background of the Fire Education and the News program, the way in which the program works, highlights of project-developed programs aired in 10 cities throughout the country, guidelines for organizing a similar program, and a sample day-to-day production schedule. Also included in the guide are sample publicity releases and procedures for use in evaluating the project's impact. (MN)

ED 228 619 CS 007 069

Hayes, Mary Vidolin
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Reports - Research/Technical (143) Dissertations/Theses - Master Thesis (042)
DESCRIPTORS- *Compensatory Education; Elementary Education; Elementary School Teachers; Grouping (Instructional Purposes); Reading Instruction; *Reading Programs; *Reading Research; *Remedial Reading; *Special Education; *Teacher Attitudes; Teaching Methods

This study was an attempt to replicate the results of a master's thesis by Marie Davis (Kean College, New Jersey, 1982) in which teachers' attitudes towards pull-out (student leaves the regular classroom for instruction by the compensatory reading teacher) and in-class (compensatory reading teacher works with the child within the confines of the regular classroom) compensatory reading programs were surveyed. In the current study, approximately 200 elementary school teachers in the Elizabeth, New Jersey Public School District completed opinionnaires (attitude scales). The Elizabeth School District was chosen for the study because it provides in-class, pull-out and combination compensatory reading programs. Results revealed that most teachers had negative attitudes toward in-class compensatory reading programs, and that most favored the pull-out programs. These results differ from the conclusions of the Davis study. When Davis administered the same opinionnaire in different school districts, she found that teachers surveyed preferred an in-class compensatory program. The discrepancy in results suggests the need for further research on this topic. A review of research related to compensatory education and the nine-item opinionnaire are included. (FL)

ED 228 651 CS 207 449

Page, Lenore; And Others
Basic Skills Program Standards.
East Maine Public Schools District 63, Des Plaines, IL.

PUB DATE- 9 Jun 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Basic Skills; Communication Skills; Computer Literacy; Curriculum Design; *Educational Objectives; Elementary Education; Literature; Literature Appreciation; *Mathematics Instruction; *Oral Language; *Reading Instruction; Reading Skills; Speech Communication; *Writing Instruction; Writing Skills

This handbook for kindergarten through grade eight provides instructional objectives for student mastery in the basic skills of reading, mathematics, written communication, and oral communication. The section on reading is divided into the following strands: word identification skills; vocabulary skills; comprehension (literal, inferential, and critical reading); study skills (research skills, book parts, and pictorial aids); and literary skills (literary forms, literary types, elements of literature, and styles and devices). The book emphasizes decoding and comprehension skills through a multimedia approach. The section on mathematics addresses skills in the areas of problem solving; applying mathematics to everyday situations; alertness to the reasonableness of results; estimation and approximation; appropriate computational skills; geometry; measurement; reading, interpreting, and constructing tables, charts, and graphs; using mathematics to predict; and computer literacy. Strands for the section on written communication include capitalization, punctuation, grammar, sentence structure, penmanship, written expression, creative writing, and spelling. The last section, on oral communication, places emphasis on acquiring conversational skills, vocabulary, articulate speech, oral expression, social amenities, and courteous listening habits, and on giving and following directions. A scope and sequence chart of the skills is provided for each section. (HOD)

ED 228 746 EA 015 599

Lemon, Donald K.; And Others
The Elementary School Principalship in North Dakota, No. 18.
North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
PUB DATE- Nov 82
AVAILABLE FROM- Publications, Bureau of Educational Research and Services, Box 8158, University Station, Grand Forks, ND 58202 ($3.00; $2.00 each for quantity orders of 25 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Administrator Characteristics; Demography; Elementary Education; *Elementary Schools; *Institutional Characteristics; *Leadership Styles; *Principals; School Organization; State Surveys
IDENTIFIERS- North Dakota

Three general aspects of the elementary principalship in North Dakota were examined in this study: the principal as a person and as a professional; the school and setting in which the principal works; and the principal's leadership style, style range, and adaptability. Self-report instruments were sent by mail to 75 randomly selected male principals and 75 randomly selected female principals agreeing to participate in the study. Regarding personal and professional information, over 20 findings were uncovered, including the fact that female principals were found in smaller schools and communities, most female principals were under 25 or over 56, and most of the principals with children at home were male. Regarding setting, findings were related to school organizational patterns; the characteristics of students, staff, community, facilities, and programs; perceived problems; and changes occurring in the school. Over 51 findings were reported, including that the most frequent grade pattern was K-6, and that principals feel they do not have enough guidance counselors and that their schools are too small to offer a wide range of programs. Regarding leadership, the study reported a number of findings, including that 58 percent of subjects had a leadership style demonstrating a high concern for both task and relationships. (JM)

ED 228 381 CE 034 798

Mohamed, Dominic A.

Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982.

Florida International Univ., Miami. School of Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 82

GRANT- 111450030; 111450033

AVAILABLE FROM- School of Education, Florida International University, Miami, FL 33199 ($6.66).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Administrative Principles; *Administrator Education; Administrator Evaluation; Administrator Qualifications; Certification; Competence; Competency Based Education; Elementary Secondary Education; *Inservice Education; Leadership; *Leadership Training; Management Development; Models; Postsecondary Education; Professional Continuing Education; Program Descriptions; Program Development; Program Effectiveness; *School Districts; Self Evaluation (Individuals); *State Programs; *Vocational Directors; Vocational Education

IDENTIFIERS- *Florida

The Florida Preservice/Inservice Training Program for Local Administrators of Vocational Education is a competency-based program that was developed in 1981-1982 to provide a means of meeting the state certification needs of present vocational administrators as well as the inservice needs of presently certified local vocational administrators and the training and certification needs of future vocational administrators. Based upon the extern model of staff development, the program utilizes a series of planned, regularly scheduled meetings involving on-site exposure to exemplary programs or operations together with presentations and seminars dealing with topics selected by participants to enhance their skills and knowledge to deal with local problems. In addition, the program features mediated instruction as well as criterion-referenced, self- and peer-evaluation. (Included in this report are a detailed outline of the design of the extern program, a summary of its advantages, reports of six statewide training sessions held between October 1981 and August 1982, an external evaluation of the project, lists of general school and vocational administrator competencies, and various forms and materials developed during the project.) (MN)

ED 228 395 CE 035 299

Getzel, Elizabeth Evans; Tindall, Lloyd W.
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS. AGENCY- Governor's Employment and Training Office, Madison, Wis.
PUB DATE- Mar 83
CONTRACT- G4AD-83-971
AVAILABLE FROM- Wisconsin Vocational Studies Center, Publications Unit, 964 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Adult Education; Business Responsibility; Community Planning; *Cooperative Planning; Cooperative Programs; *Delivery Systems; *Disadvantaged Youth; Employment Programs; Job Placement; Job Training; *Program Development; Statewide Planning; *Vocational Evaluation
IDENTIFIERS- Job Training Partnership Act 1982; *Wisconsin Youth Initiative

The Job Training Partnership Act requires that private and public sectors work together to create a service delivery system that meets the needs of disadvantaged youth and the needs of a state's work force in its business and industry. This manual, based on a Wisconsin Youth Initiative program at five pilot sites in that state, is intended to provide a better understanding of the role of assessment in the service delivery system in order to assist in local planning activities. The manual is organized into five sections. After the introduction, which describes the Wisconsin project as well as the purposes and use of the manual, the second section describes technical assistance activities initiated by the Wisconsin Governor's Employment and Training Office. This information provides background on how some of the resources and materials were presented to the local areas. Section 3 describes the steps in planning a coordinated assessment process. These steps are outlined along with specific examples of how local management forums developed in their settings as a means to illustrate how local communities worked to design a coordinated assessment process. Finally, sections 4 and 5 offer additional materials and resources: an annotated bibliography, local management forum membership lists and by-laws, and descriptions of selected vocational assessment instruments. (KC)

ED 228 409 CE 035 491

Lewis, Morgan V.; And Others
Examining Secondary Vocational Programs with High and Low Training-Related Placement.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Admission Criteria; Educational Objectives; *Educational Policy; Education Work Relationship; High Schools; *Influences; *Job Placement; Outcomes of Education; Policy Formation; Program Effectiveness; Racial Balance; School Business Relationship; *Teacher Influence; *Vocational Education; Youth Clubs
IDENTIFIERS- *Training Related Jobs

In a secondary study of data gathered by the National Center for Research in Vocational Education on factors associated with training-related placement of vocational education students, emphasis was on analysis of those factors that the original study identified as ones over which educational policymakers, school administrators, and teachers have some control. These educationally relevant factors included the following: (1) commitment among staff to the goal of training-related placement, (2) assignment of responsibility for job placement, (3) frequency and nature of staff contact with employers. (4) admission criteria for entrance into programs, (5) activity level of youth organizations, (6) cooperative programs that place students in jobs related to training, and (7) racial balance of the staff as compared to the community. To increase the chances of finding differences on these measures, the analysis was limited to the local education agencies (LEAs) that ranked highest and lowest on rates of related placement. The only factors found to be statistically significant were those involving a shared commitment to training-related placement among all staff, teachers having responsibility for the placement of their students, and student involvement in vocational youth organizations. In order for these factors to be stressed, high school leadership should be committed to them, school philosophy should support them, and teachers should have released time to contact employers. State and federal policy should also encourage these initiatives through financial incentives and personnel support. (KC)

ED 228 452 CE 035 588

Brooke, Paula, Ed.
Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23.
British Columbia Univ., Vancouver. Center for Continuing Education.
PUB DATE- Mar 83
AVAILABLE FROM- Centre for Continuing Education, The University of British Columbia, Vancouver, BC, Canada V6T 2A4 ($3.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; *Adult Education; *Citizenship Education; Community Development; Continuing Education; Economic Change; *English (Second Language); *Immigrants; Intercultural Communication; Social Change
IDENTIFIERS- *Canada

This report contains a summary and six papers from a symposium to examine and define citizenship education for adults and to consider the curriculum implications for adult basic education, English as a second language, and adult special education. The summary report gives an overview of symposium activities and discussions, with particular emphasis on consensus concerning a definition of citizenship education, and the closing comments from three participants synthesizing the symposium themes. In the first paper, adult education activities in the field of citizenship are summarized under four headings: citizenship education and the immigrant, citizenship education for the general population, national and community development, and communications between French and English Canadians. The purposes of citizenship education are considered in the next presentation. The third paper provides a definition of citizenship education. Citizenship education in the context of immigrant education is commented on in the fourth paper with a special focus on religious education. The fifth presentation offers an argument against nationally focused citizenship education. Further definitions of citizenship education in Canada are discussed in the final paper. (YLB)

ED 228 466 CE 035 607

Career Education Program for Elementary Students: Science.
Jackson County School District, Mich.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Career Education; Elementary Education; *Elementary School Science; Learning Activities; *Nontraditional Occupations; *Science Activities; *Science Careers; Science Curriculum; *Science Education; Science Materials; Sex Fairness; Units of Study

Developed by elementary teachers in the Jackson (Michigan) public schools as part of an inservice workshop in sex equity, this career education program in science for elementary students is intended to encourage young women to consider careers in science that are nontraditional for women. The program is divided into six grade levels; each grade unit includes five daily 1-hour sessions. Each grade unit contains a pre- and posttest, at least one scientific experiment, a class project, and activity sheets for students to supplement their learning. An overview of each grade unit is provided to give a "flavor" of the daily session outlines that follow. All necessary supplemental materials are included in each grade unit. In addition, reading material for the teachers are included on the topic of women in particular science fields, and audiovisual materials are suggested. Since the units focus on women in science, at least one activity in each grade level unit stresses this purpose. In some cases, a female resource speaker may be invited to talk to the class. In other classes, a discussion of the role of women in science is part of the outlined format of the unit, while in other cases a field trip or hands-on experience stresses encouragement of women in nontraditional science fields. (All materials for the scientific experiments were reproduced from "Comets," an elementary science curriculum developed in 1981 at the University of Kansas.) (KC)

ED 228 492 CE 035 686

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Business Administration; *Business Education; Career Choice; Definitions; *Entrepreneurship; Job Skills; Learning Activities; *Salesmanship; *Sales Workers; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- American Marketing Association; *Program for Acquiring Competence Entrepreneurship

This lesson on managing sales efforts, the 14th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use by secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the role of selling in different types of small businesses, the definition of the term selling as stated by the American Marketing Association, and the things that salespeople need to know about their customers and about themselves to be successful at selling. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised.
New York State Education Dept., Albany. Bureau of Drug Education.
REPORT NO.- NYSED-82-7211
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 6; Information Sources; Intermediate Grades; *Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the sixth grade level focus on drugs and human needs, personal decisions regarding drug use, drugs and society, and alternatives to drugs. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

ED 228 572 CG 016 598

Friedland, Randi
Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Affective Behavior; *Behavior Patterns; Emotional Response; Interaction; *Interpersonal Relationship; *Participant Satisfaction; Personality Traits; Psychological Needs; *Sex Differences; Stress Variables
IDENTIFIERS- Frustration; *Intimacy

Clinicians and family theorists have speculated that men and women differ in their orientations to close relationships, although these stereotypic patterns have not been investigated empirically. To determine whether people's interactional experiences are characterized by distinctive, sex-linked orientations to expressiveness and caring, 252 men and women in close relationships completed lengthy questionnaires, and a subsample were interviewed in depth. Data analyses provided clear support for two distinct orientations to interactions. These orientations characterized people's preferences, interpretations, and reactions to satisfying and frustrating interactions. Highly significant sex differences were found with women demonstrating a personal pattern, marked by verbal and emotional expressiveness and men displaying a pragmatic orientation, characterized by emotional and verbal reserve. Further research in interactional orientations might help couples recognize and deal with differences in partners' behavior and subjective experiences. (Author/JAC)

ED 228 588 CG 016 615

Menaghan, Elizabeth
Coping with Parental Problems: Issues in Judging Effectiveness.
PUB DATE- 15 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Coping; *Family Problems; Models; *Parent Child Relationship; Parent Role; *Parents; *Problem Solving; Psychological Patterns; *Stress Variables; Success

Empirical knowledge of coping usage and coping effectiveness has lagged behind popular interest. To examine the effectiveness of specific coping efforts in a single role area--parenting--panel data from a large metropolitan population were examined. The same coping efforts were assessed using two criteria of effectiveness: the extent to which they reduced felt stress at the same time point, and the extent to which they reduced role problems over time. Using unstructured interview problems, coping efforts and role distress were assessed in a population of 292 Chicago parents with children at home over 5 years of age. Major coping factors identified were: (1) attempts at discipline and punishment; (2) optimistic comparisons of one's situation relative to the past and peers; (3) attention to positive aspects of the situation; and (4) conscious restriction of feelings of parental responsibility and resignation to parental problems. Data analyses showed that only optimistic comparisons correlated with fewer problems and less distress. The pattern of findings pointed to the importance of family composition: those with smaller families and older children had fewer problems and were more apt to select effective coping strategies and reduce problems over time. The apparent spiral of problems and distress that these findings suggest highlights the need for research on more effective coping strategies for parents. (JAC)

ED 228 604 CS 007 036

Allington, Richard L.
Content Coverage and Contextual Reading in Reading Groups.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Aptitude; Elementary Education; *Grouping (Instructional Purposes); Reading Ability; Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Materials; *Reading Research; Teaching Methods; *Time on Task
IDENTIFIERS- *Reading Groups

Teacher logs for 600 reading group sessions from grades 1, 3, and 5 were analyzed to identify whether the amount and mode of assigned contextual reading differed systematically between "good" and "poor" reading groups. Analyses indicated that groups comprised of good readers read more total words and more words silently than did groups composed of poor readers at all grade levels. At grade levels 1 and 5, however, poor readers read more words orally than did good readers. The pacing of instruction was different within grade levels, with the good reader groups progressing at a faster pace through assigned materials. Poor readers seemed to be moving at a pace more closely approximating that of the younger better readers than that of their age-matched peers. The findings suggest that while teachers allocate the same amount of time for reading instruction to both poor and good readers, the good readers are allowed to cover much more material in that time. (FL)

ED 228 714 EA 015 563

Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; Educational Change; Elementary Secondary Education; *Leadership Training; *Management Development; *Principals; *Research Utilization; *School Effectiveness; Workshops
IDENTIFIERS- Hawaii (Oahu)

These proceedings include the design, agenda flow, program highlights, and materials used in a program for 110 school administrators from three school districts in Oahu (Hawaii). The purposes of the program were to provide participants a broad overview of the current research relating to effective schooling, an opportunity to identify and explore the implications of the research for their work, and experiences to develop alternative plans for using this research in their schools. Presentations were made on (1) the qualities and characteristics of effective schools, (2) the essential ingredients that aid in bringing about change in schools, and (3) the role of the principal as instructional leader. Discussion periods and individual reflective experiences followed each presentation. Responses to an evaluation form and an 18-page bibliography of effective schooling practices conclude the first section of the proceedings. Appendixes contain the instruments used in work sessions. Among these are a schema that plots effective schooling into six cluster areas, a learning log, a values checklist, a self-assessment inventory, a reprint of effective schooling practices in Alaska, a selected bibliography on change/organizational structure, a principal checkup chart, and summaries by the planning team of conference recommendations. (MLF)

ED 228 761 EC 151 607

Maitre, Merry; And Others

Assessing and Evaluating the Career Development of Special Education Students.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Aptitude Tests; *Career Education; Curriculum Development; Daily Living Skills; *Disabilities; *Interest Inventories; *Occupational Aspiration; *Prevocational Education; Program Development; Secondary Education; Student Evaluation; Test Construction; Test Reviews; *Vocational Evaluation

An overview of theory, assessment design, and programming in career development projects for special education students is presented, and 39 assessment instruments are reviewed. Components of career-vocational program development are identified, and steps in the developmental flow for assessment, evaluation, and curriculum design are listed. A model for career development is also presented, and goals and curricular activities are identified for junior and senior high grades. In addition, personal-social, occupational, and daily living factors that should be included in an assessment design and evaluation are specified, and four assessment techniques frequently used in career-vocational assessment are described. Information is presented on developing assessment instruments and work samples, interview strategies, and selecting and adapting assessment instruments and procedures. The information on 39 assessment instruments includes the following: authors, vendor, type, items, administration, content, scoring, purpose, and special needs considerations. Appended materials include definitions of approximately 115 career-vocational terms and a list of nine publications. (SEW)

ED 228 668 CS 504 161

Brownlee, Don, Ed.
CEDA Yearbook.
Cross-Examination Debate Association.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Skills; *Debate; Intercultural Communication; *Persuasive Discourse; *Professional Associations; *Speech Communication
IDENTIFIERS- *Cross Examination Debate Association

The eight articles in this collection deal with various aspects of cross examination debate and with the Cross Examination Debate Association (CEDA). Topics discussed in the articles include: (1) the philosophy and development of the CEDA, (2) the relationship of the CEDA with the National Debate Topic (NDT), (3) an intercultural approach to value proposition debate, (4) the process of valuing as a test of the existence of a value claim, (5) philosophical systems as paradigms for value debate, (6) the expanded role for cross examination in CEDA debate, (7) the replacement of the word "should" with the word "ought" in debate resolutions, and (8) presumption in the value proposition realm. (FL)

ED 228 730 EA 015 580

Lufler, Henry S., Jr.
Pupils.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Athletics; Bilingual Education Programs; *Court Litigation; Desegregation Litigation; *Disabilities; Discipline Policy; Elementary Secondary Education; Multicultural Education; Parochial Schools; Private Schools; *School Law; *State Church Separation; *Student Rights; Student Transportation; *Testing; Tuition

This chapter focuses on 1981 cases involving students. The author notes that litigation involving pupils occurred with greater frequency in the areas of handicapped students, student testing, and church-state separation. The most important cases involving students concerned circuit courts of appeal decisions in the handicapped and testing areas. Fewer cases addressed issues concerning student transportation and discipline. Desegregation litigation continued. Cases in this chapter are organized under the headings of handicapped and exceptional children, public school assignment, tuition and transportation, bilingual-bicultural programs, private and parochial schools, school sports, substantive rights of students, sanctions for student misconduct, testing and placement, and desegregation. (Author/MLF)

ED 228 776 EC 151 622

Brown, Ruth Wharton
Resource Specialist Training Resources. Volume III.
California State Dept. of Education, Sacramento. Special Education Resource Network.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.; Sacramento County Office of Education, Calif.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Diagnostic Tests; *Disabilities; Elementary Secondary Education; Grading; *Individualized Education Programs; Resource Room Programs; *Resource Teachers; *School Schedules; *Screening Tests; Student Evaluation; Test Selection

A third volume of materials for special education resource specialists is presented concerning the resource specialist room, scheduling and grading, diagnosis and assessment, individualized education program (IEP) development, material selection, and screening. The first section includes diagrams of room arrangements, while the second section includes sample elementary and secondary school schedules with options for the resource specialist program. The third section includes a list of principles for planning a remediation program and information on tests for assessing students. The fourth section presents information on the objectives and procedures for the IEP; guidelines for writing objectives; and a guide to tests that indicates the type of test, areas tested, and advantages/disadvantages of the test. The fifth section presents guidelines for evaluation methods and materials, suggestions on classroom modifications of written materials, and suggestions for the regular classroom teacher regarding various disabilities. The sixth section contains a screening checklist for classroom teachers that covers discrepancies in the child's behavior, auditory and visual difficulties, kinesthetic/motor difficulties, and behavior symptoms. Questions concerning other agency and parent reports, self reports, classwork, and classroom observation are also presented. (SEW)

ED 228 479 CE 035 673

Ashmore, M. Catherine; Pritz, Sandra G.
Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business Administration; Business Cycles; *Business Education; Career Choice; Definitions; Economic Climate; *Economic Factors; Economics; *Entrepreneurship; Learning Activities; Secondary Education; *Small Businesses; Success; Units of Study
IDENTIFIERS- *Business Finance; Free Enterprise System; *Program for Acquiring Competence Entrepreneurship

This lesson on the nature of small business, the first in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the definition of a small business, different types of small businesses, the ways in which small businesses contribute to the American way of life, the role that small businesses play in the American economic system, and the major factors contributing to the success of a small business. Included in the lesson are instructional text organized in a question-and-answer format, suggested individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 528 CE 035 722

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide-$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; Employer Employee Relationship; Employment Practices; *Entrepreneurship; Individualized Instruction; Interviews; *Job Training; Learning Activities; Learning Modules; Occupational Information; *Personnel Evaluation; *Personnel Management; Personnel Policy; Policy Formation; Postsecondary Education; Program Design; Retraining; *Small Businesses; Staff Development; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on managing human resources, the 12th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Five competencies are dealt with in this instructional unit, including (1) writing a job description for a position in one's business; (2) developing a training program outline for employees, (3) developing a list of personnel policies for employees in one's business, (4) developing an outline for an employee evaluation system, and (5) planning a corrective interview with an employee concerning a selected problem. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

Miller, Bonnie L.
A Kindergartner Learns to Read for Meaning.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Beginning Reading; Case Studies; Directed Reading Activity; Early Childhood Education; Kindergarten; Kindergarten Children; Miscue Analysis; Oral Reading; Phonics; Prediction; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Readiness; *Reading Skills; Student Teacher Relationship; *Teaching Methods
IDENTIFIERS- *Reading Strategies

Six weeks were spent working with a five-year-old kindergarten child who had an excellent understanding of sound/symbol relationships but did not know how to read for meaning. A variety of techniques was used to help the child develop reading strategies and increase confidence: directed reading-thinking activity in week one; student retelling of a story told to him in week two; cloze procedures to build confidence and strengthen reading for meaning strategies in week three; reading in "Childcraft" in week four; dictation, illustration, and correction of an original story by the student in week five; and reading for meaning with the child himself correcting miscues in week six. Six lessons can be drawn from this child's experience: (1) even the beginning reader needs to be made aware of the use of prediction, (2) teachers need to model questioning strategies to the point where the reader assumes responsibility for his or her own questions, (3) readers need to feel successful, (4) skills need to be taught as they are needed by the reader, (5) readers need to be encouraged to talk and write about what they read, and (6) the reader must be given time to correct miscues. (JL)

ED 228 636 CS 207 421

Troyka, Lynn Quitman
An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Evaluation Criteria; Higher Education; *Holistic Evaluation; *Program Evaluation; *Rating Scales; Test Validity; *Writing Evaluation; Writing Skills

To ascertain if the descriptive criteria of the original Evaluation Scale of the City University of New York (CUNY) Writing Skills Assessment Test might be refined in the light of CUNY's 4 years of experience with large scale testing, a two-phase study was conducted over the period of 1 year, from May 1981 through June 1982, and involved nearly 100 people in a complex process of collaboration and consensus. The first phase of the study sought to develop refined descriptive criteria for the scores that comprised the evaluation scale. The second phase was a pilot study to test the hypothesis that the Refined Evaluation Scale was a revision of the original evaluation scale, and not a new document. As a result of the positive findings in the pilot study, the Refined Evaluation Scale was adopted for official use within CUNY. (Appendixes include a sample of the CUNY Writing Skills Assessment Test, the original Evaluation Scale, panel materials, scored student essays for panelists' use (Phase I), panelists' descriptive criteria, the Refined Evaluation Scale, reader guidelines for holistic scoring (pilot study), and a list of participants in the study.) (HOD)

ED 228 685 CS 504 187

Feezel, Jerry D.
Practical Practice in Communication Teaching.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Competency Based Teacher Education; Higher Education; Models; *Role Perception; Secondary Education; *Self Evaluation (Individuals); *Speech Communication; *Speech Curriculum; Student Teachers; *Student Teaching; *Teacher Education Programs; Teacher Effectiveness

A three-stage model for the systematic development of competent secondary school teachers of speech communication begins with the prospective teachers examining "who they are" and "what makes them confident and happy" in terms of motivational needs, and dominance-submission, anxiety-confidence, and rigidity-flexibility characteristics. The second stage centers on the prospective teacher identifying and understanding how a teacher is expected to function in many professional roles. The third stage stresses that whoever the person and whatever his or her role configuration, there are teaching skills to be developed for effective functioning as a teacher. The speech education and communications education programs at Kent State University have implemented changes in their program by following the model. First the students' personal needs and wants, hopes and fears, and strengths and weaknesses are assessed by student self-reports and the observations of instructors. Next, an awareness of educator role expectations begins by having the student spend 150 clock hours of practical exposure to real school settings and problems. In the refinement of teaching skills, the student gets another 150 hours of field and simulated practice plus 300 hours of full-time student teaching. Following the practice teaching in two speech methods classes, the student completes the full-time 10-week practicum in a secondary school speech program. This constitutes a culmination of the progression of practical practice from self-awareness to role observations, to micropractice of specific skills, to macropractice of overall competencies in speech and drama teaching. (HOD)

ED 228 700 EA 015 548

Encarnation, Dennis J.
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-TTC-12
PUB DATE- Nov 82
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Vouchers; Elementary Secondary Education; Federal Aid; *Federal Regulation; Financial Policy; *Government School Relationship; *Private Education; *Private School Aid; State Aid; *State Standards; Tax Credits; Taxes
IDENTIFIERS- State Regulation

The issue in government treatment of nonpublic education has never been whether governments should finance or regulate nonpublic schools, but rather how and how much, according to the author. This paper explores financial and regulatory policies shaping government involvement in nonpublic education. It first examines the types and magnitudes of government aid to nonpublic schools, including indirect aid through tax policies and direct aid through fiscal policies. Discussed under direct aid are state programs, including transportation services, handicapped education, textbook and instructional materials, and health and welfare services; Federal programs, involving compensatory education, child nutrition, auxiliary services, special education, and science; and local programs, involving "child benefit" programs using public school resources and dual (public and nonpublic) enrollment programs. After assessing the relative importance of government aid, the author analyzes government regulation of nonpublic education. Regulations both independent of public aid and ties to public aid are reviewed. The regulations independent of public aid involve the regulation of general business practices and the regulation of educational practices, including state compensatory education standards and requirements for minimum curricula and teacher certification. Policy options, including tax credits and vouchers, are discussed in the paper's conclusion. (RW)

ED 228 424 CE 035 525

Conti, Gary J.

Principles of Adult Learning Scale: Followup and Factor Analysis.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Basic Education; Adult Education; *Adult Educators; *Attitude Measures; *Factor Analysis; Statistical Analysis; *Teacher Attitudes; *Teaching Methods; Test Reliability; Test Validity
IDENTIFIERS- *Collaborative Teaching Learning Mode; *Principles of Adult Learning Scale

In 1978 the Principles of Adult Learning Scale (PALS) was developed to measure the degree of practitioner support of the principles of the collaborative teaching-learning mode for teaching adults. Although the original study with a field test group of 57 produced a valid and reliable 44-item summated rating scale, the stability of the normative statistics for the instrument and the generalizability of the instrument to the multiple audiences within the adult education enterprise remained unestablished. The analysis of 778 cases in which PALS has been used indicated that the descriptive statistics for PALS are stable, that is, that 146 is an accurate mean while the standard deviation should be 20. An analysis of variance showed no significant differences among various groups tested and lent support for the generalizability of PALS. The factors produced by a factor analysis using the Statistical Package for the Social Sciences (SPSS) Factor Analysis program supported the construct validity of PALS. The stable normative statistics for PALS suggested that it is a valid instrument for use in research studies. (YLB)

ED 228 438 CE 035 564

Computer Concepts for VTAE Food Service. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Competence; Competency Based Education; Computer Literacy; *Computer Oriented Programs; *Computer Programs; Course Descriptions; *Employment Qualifications; *Food Service; *Job Skills; Job Training; Microcomputers; Postsecondary Education; Vocational Education
IDENTIFIERS- Apple II; Wisconsin

A project was conducted to determine the computer application competencies needed by a graduate of Wisconsin Vocational Technical Adult Education (VTAE) food service programs. Surveys were conducted of food service graduates and their employers as well as of major companies by the food service coordinators of the VTAE districts in the state; a list of available computer software related to food service was compiled; and literature was reviewed. The top-ranked computer application competencies as revealed by employed graduates were financial information, inventory cost and control, customer count, and meal records. Employers of graduates ranked inventory cost and control, financial information, budget, and meal records highest of the competencies needed by VTAE food service graduates, while the major companies cited financial information, inventory food costs, input information, basics of computer systems, and how computers work as competencies graduates should have. A list of software related to the food service industry that is available for the Apple II computer was compiled and is available in this report. In addition, course outlines related to computer literacy and competency and a list of hardware were compiled and included in the project report. (KC)

ED 228 467 CE 035 610

May, Richard D.
Improving Test Scores of Adults.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Basic Education; *Adult Students; Checklists; Examiners; Guidelines; Postsecondary Education; *Study Skills; Test Anxiety; *Test Coaching; *Test Format; Testing; Testing Problems; Test Reviews; Tests; Test Use; *Test Wiseness
IDENTIFIERS- 310 Project

This guide is intended to help teachers administer tests to adult students so that the students achieve the highest possible test results. The booklet is divided into five sections. The first section reminds the teacher of the various differences in and needs of the adult learner, while the second section gives some tips on how to conduct a mini-course in study skills. In the third section, the various types of tests are identified (such as criterion-referenced tests and standardized tests) and reasons for their use in particular situations given. In the fourth section, the teacher is given tips for test administration, such as timing, atmosphere, physical constraints, good working conditions, and review for the test. The final section explains how to teach students to be test-wise. A checklist for test administrators is included. Sample lists of tests to be used with adults and a reference list complete the guide. (KC)

Culclasure, David F.
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982).
San Antonio State Hospital, Tex. Office of Education Services.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Continuing Education.
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Adult Basic Education; Adult Education; Classroom Techniques; Comparative Analysis; *Computer Assisted Instruction; Educational Strategies; Feasibility Studies; Material Development; *Mental Retardation; *Microcomputers; Pilot Projects; Programed Instruction; *Program Effectiveness; Program Guides; *Program Improvement; Reading Comprehension; Reading Skills; Skill Development; Teaching Guides
IDENTIFIERS- Texas

A study evaluated the potential of low-cost microcomputers for enhancing the effectiveness of adult basic education (ABE) programs conducted for mentally handicapped adults. In conducting the study, researchers selected a sample of 36 mentally-handicapped adults who were served by the San Antonio State Hospital and the San Antonio State School. These adults were divided into three groups, each of which underwent basic literacy skill (reading comprehension) instruction using either a low-cost microcomputer, the programed instructional format, or traditional classroom methods. During the study, two learning conditions were assessed--massed versus spaced learning. Analysis of the results obtained revealed that computer-assisted instruction was superior as an instructional methodology to both programed instruction and traditional classroom teaching approaches. The results also suggested that spaced practice was clearly superior to massed practice in terms of facilitating learning. A final phase of the project involved the development of a manual to provide adult education teachers with the knowledge necessary to implement a similar microcomputer instructional program. (MN)

ED 228 557 CG 016 583

Whitbourne, Susan Krauss; Tesch, Stephanie A.

A Comparison of Identity and Intimacy Statuses in College Students and Alumni.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Alumni; *College Students; Higher Education; Interpersonal Attraction; Personality Development; Psychological Characteristics; Sex Role; Student Characteristics; *Student Development
IDENTIFIERS- *Identity Formation; *Intimacy

Previous tests of Erikson's hypothesized relationship between identity and intimacy development with undergraduate students have provided inconsistent support. To examine the possibility that college students are not developmentally prepared for intimacy crisis resolution, samples of 87 alumni and 93 college students from the same university were compared on identity and intimacy statuses based on interview ratings. More alumni were found in the identity achievement status, while college students were foreclosed in all areas (occupation, religion, politics, and sex role). Alumni were also more likely to be in the intimate and merger intimacy statuses than college students. A positive relationship between favorable resolutions of identity and intimacy crises was observed for alumni but not for college students. More college students than alumni had favorably resolved identity but not intimacy issues. The present findings support earlier research with the alumni which suggests that favorable identity crisis resolution has a strong relationship to heterosexual intimacy in adulthood and the present expectation of age differences in this relationship. (Author/JAC)

ED 228 573 CG 016 599

McCune, Shirley, Ed.; Matthews, Martha, Ed.
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 78
CONTRACT- 300-76-0456
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Counselor Role; *Counselor Training; Educational Principles; Elementary Secondary Education; Employed Women; School Counselors; Sex Bias; Sex Discrimination; *Sex Fairness; *Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

The materials in this workshop package are one component of a multicomponent workshop package. They provide resources and a step-by-step guide for implementing one 3-hour workshop session designed to provide participants with the opportunity to identify the implications of Title IX for their own job functions, to increase their skills for identifying and alleviating sex discrimination, and to focus on the counselor's role in implementing Title IX and attaining sex equity. An introduction to the workshop package includes information on how to use the materials. The 3-hour workshop session is outlined in two parts: Identifying and Overcoming Bias in Counseling and Counseling Programs, which includes the social/educational context for change, and affirmative counseling and guidance programs; and Identifying and Overcoming Bias in Counseling Materials, especially in career interested inventories. The format for the sessions consists of identification of the sessions' target group, statement of session objectives, time required for each activity, materials needed for participants and facilitators, and suggestions for facilitator preparation. The actual texts for facilitator introductions, lectures, and comments are included for each session. The appendices contain participants' materials (counselor worksheets) for both sessions. (PAS)

ED 228 589 CG 016 616

Richardson, Virginia
The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Employed Women; Employment Level; *Employment Patterns; *Midlife Transitions; *Peer Relationship; Power Structure; *Retirement; *Social Networks; Social Science Research; Social Structure; Work Attitudes

Social scientists have traditionally assumed that marriage and widowhood are the crucial life events for women, and that retirement has no effect on women's social relationships. To explore the relationship between women's work status and perception of peer and power relationships, a thematic apperceptive procedure was used. A sample of 1,428 respondents was interviewed, including 802 women randomly selected from two larger samples used in a 1957 study and a 1976 replication. The same apperceptive pictures were used in both the 1957 and 1976 studies. Preliminary analysis of the data on the relationship between work status and status perception showed a highly significant association between women's work status and interpersonal orientations in 1976, suggesting that historical changes have occurred since 1957 in the meaning of work and retirement for women. Retired women showed a sharp increase in concerns about power, powerlessness, and status, and a corresponding decline in orientations towards peers and affiliative pursuits. These findings suggest important clinical and social policy implications for those concerned with the social needs of women during retirement. (JAC)

ED 228 605 CS 007 047

McDaniel, Ruth Rogers

A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTIONS- Academic Aptitude; Cloze Procedure; *Comparative Analysis; Elementary Education; Grade 3; Grade 6; *Miscue Analysis; *Oral Reading; Psycholinguistics; Reading Ability; *Reading Processes; *Reading Research; *Silent Reading

A psycholinguistic analysis of oral reading miscue substitutions and of silent reading cloze substitutions was used to compare five dimensions of the oral and silent reading processes: grammatical function, syntactic acceptability, semantic acceptability, meaning loss, and correction. Subjects were third and sixth grade students with high, average, and low reading ability. Four stories selected from a reading miscue inventory were each used in an oral reading test form and in a silent reading test form. Each subject was tested individually in two sessions on two separate days, receiving the oral test on one day and the silent reading test on another day. Among the study's findings were the following: (1) both reading processes seem to be similar, (2) reading processes appear to differ more among ability groups than between third and sixth grade readers or between oral and silent reading, (3) readers of varying abilities make a high number of substitutions that retain grammatical function, (4) readers of varying abilities seem to make high numbers of substitutions that are syntactically acceptable and low numbers that are unacceptable, (5) some differences between oral and silent reading are indicated by the semantic acceptability dimensions, (6) sixth grade readers make a smaller percentage of substitutions that are totally semantically acceptable at the story level than third grade readers during oral reading, and (7) readers of high ability make higher percentages of substitutions that are semantically acceptable at the story level than all other categories combined. (HOD)

ED 228 652 CS 207 450

Page, Lenore; Hennig, Judith
Individual Student Profile.
East Maine Public Schools District 63, Des Plaines, IL.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Achievement Rating; Basic Skills; Communication Skills; Educational Objectives; Elementary Education; *Mathematics; *Oral Language; *Reading Skills; Speech Communication; *Student Evaluation; *Writing Skills

Designed to assist with the monitoring of the Basic Skills Program Standards for grades K-8, the individual student profiles provided in this booklet are arranged according to grade level for the section on mathematics, written communication, and oral communication. The section on reading is arranged according to skills in word identification, vocabulary, comprehension, study skills, and literary skills. Next to each objective are three boxes: the first box is to be completed by primary teachers, the second box by intermediate teachers, and the third box by junior high teachers. Once a child has mastered an objective at the 80% level of accomplishment or greater, a check is placed in the box. If the student has just been introduced to an objective and has achieved partial mastery, the box is shaded. The grade level at which mastery is achieved is color coded. (HOD)

ED 228 669 CS 504 165

Ashmore, Timothy M.
The Future of the Microcomputer in the Speech Communication Classroom.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Oriented Programs; *Curriculum Development; Educational Planning; Higher Education; Inservice Teacher Education; *Microcomputers; *Speech Communication; *Speech Curriculum; Teacher Role

If computer assisted instruction is to become viable in the speech communication classroom, the curriculum must be changed to include a discussion of the types of educational materials and formats that are possible and available for classroom use. Furthermore, the teacher and student need to know the capabilities of commercially available "authoring" packages or languages. In addition, since there are few programs applicable to the teaching of speech communication at any level, there is a need for a unit on courseware evaluation and review. Closely associated to the problem of limited computer assisted instructional programs is the availability or access to the computer itself. Naturally, before any increase in the use of microcomputers can take place, the faculty and students must be viewed as viable users of the computer. To prepare for the advent of the microcomputer in the speech communication classroom, teachers and students must receive training in computer literacy. Institutional and state teacher certification requirements should be altered to include computer literacy in the related curriculum. National, regional, and state organizations should continue to develop programs and short courses dealing with computer applications. Finally, to generate high quality courseware, editors of professional journals should be encouraged to print critical reviews of relevant courseware. Teachers and reviewers should make use of established software evaluation sheets to insure a comprehensive review and evaluation, and communication educators need to get involved in the process of creating programs to at least insure accuracy and relevance of content. (HOD)

The Role of a Consultant in a Superintendency Search. Superintendent Career Development Series No. 7.

American Association of School Administrators, Arlington, Va.

PUB DATE- 83
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 21-00822; $3.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Selection; *Board of Education Role; *Consultants; Elementary Secondary Education; Guidelines; *Superintendents
IDENTIFIERS- Consultant Role

To clarify the role of the consultant in the search for and selection of a superintendent, this manual explains the obligations and expectations of boards, consultants, and applicants in the search and selection process and provides standards for hiring a consultant. School boards are provided guidelines for evaluating consultants' proposals and for drawing up the consultant's contract. The booklet sets out 10 items that a board can expect of a consultant, including contacting qualified applicants, charging reasonable fees, assessing and screening applicants, advising the board on interviewing and selecting finalists, maintaining the confidentiality of the search, preserving objectivity in screening, reporting on the progress of the search, counseling the board after a candidate is hired, and helping to maintain good public relations. Advice is included as well on the three products that boards should not expect of consultants: magic, a guarantee of success, and major decisions. (JW)

ED 228 762 EC 151 608

Gresham, Frank M.
Social Skills: Principles, Procedures and Practices.
Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Behavior Development; Behavior Rating Scales; *Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Interpersonal Competence; *Mainstreaming; *Social Behavior; Sociometric Techniques; Student Evaluation; Student Placement

Definitions of social skills and conceptualizations of social skill deficiencies are presented, along with an overview of social skills assessment, articles on the assessment of social skills with handicapped and nonhandicapped children, and a variety of social skills assessment instruments. Discussed are the following five methods of assessing children's social skills: interviews, ratings, sociometrics, naturalistic observations, and role play or control tasks. In addition, a structured learning approach to social skills training with individual children or groups is examined as are recruitment of reinforcement, and self-instruction training. Appended social skills measures include: "Play with Rating Scale," "Work with Rating Scale," a behavioral sociometric rating form, and teacher and parent social behavior assessment forms. Sample social skills lessons on cooperation and conversation and a homework report form are also appended. Finally, the following articles by Frank M. Gresham are included: "Assessment of Children's Social Skills"; "Social Skills Assessment as a Component of Mainstreaming Placement Decisions"; "Social Skills Training with Handicapped Children--A Review"; "Misguided Mainstreaming--The Case for Social Skills Training with Handicapped Children"; and "Social Validity in the Assessment of Children's Social Skills--Establishing Standards for Social Competency." (SEW)

ED 228 382 CE 035 024

Cliatt, Katherine H.
Business and Office Education: Accounting, Clerk. Instructor's Manual and Student Learning Activity Guide. Kit No. 204.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 82
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Accounting; Behavioral Objectives; *Business Education; Career Exploration; *Clerical Occupations; Learning Activities; Occupational Information; Office Occupations Education; *Prevocational Education; Secondary Education

This learning activity guide and instructor's manual provide information and exercises for an exploratory activity in accounting. Instructional objectives covered in the guide are for the students to learn (1) reasons for studying accounting and related job descriptions, (2) definitions for accounting terms, (3) the accounting equation, (4) how to prepare a balance sheet, and (5) how to prepare an income statement. Some informative material and sample forms as well as directions for completing the related exercises are provided for each of the five objectives. Descriptions of jobs related to accounting are appended. (YLB)

ED 228 396 CE 035 339

Walker, Jerry P.
Evaluation: Policy Issues.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Comparative Analysis; *Educational Research; Evaluation Methods; Federal Legislation; Postsecondary Education; *Program Evaluation; *Program Improvement; *Research Needs; Research Problems; Secondary Education; *Vocational Education
IDENTIFIERS- Vocational Education Amendments 1976

Evaluation, as currently practiced in vocational education, may not contribute to program improvement; in fact, it may be counterproductive. Rather than asking how evaluations can be improved, it might be better to ask if a relationship does, in fact, exist between evaluation and program improvement and, if such a relationship exists, what new assumptions and approaches might improve that relationship. Current activities center around the provisions in the Vocational Education Amendments of 1976 and subsequent guidelines, which provided for the assessment of a sample of the students enrolled in vocational education in quantitative terms related to student achievement measures. Although the conventional notion is that if more resources were available for evaluation, the findings would be more interpretable for action alternatives, an alternative view suggests that the relationship of social problem solving to evaluation is not clear. Ordinary knowledge, social learning, and interactive problem solving (such as through public hearings) may, in reality, be the basis of social problem solving. Some alternative suggestions for the assumptions that underlie present vocational evaluation practices include (1) abandoning the pursuit of evaluation activities that are purported to contribute to improvement, but do not; and (2) focusing on content and learner decisions at the local level. Further educational research should be conducted apolitically, with the understanding that its findings will take at least a generation to be reflected in changed practices and should include much social research. (KC)

ED 228 453 CE 035 589

Cole, Joyce Couch; Bragman, Ruth
Employers' Perceptions of Hiring the Qualified Disabled.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Career Education; *Counselor Attitudes; Counselors; *Disabilities; *Employer Attitudes; *Employment Potential; *Employment Practices; Rehabilitation Counseling; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Counselors

A study was conducted to determine how the business community in a large mid-southern city perceived disabled persons and the types of information potential employers of handicapped individuals desired concerning specific handicapping conditions. The study also explored differences in perceptions of employers and vocational rehabilitation counselors of the job potential of individuals with visible and non-visible handicaps. Employers and counselors completed questionnaires regarding information they might have wanted to know about handicapped applicants. They also attended separate workshops at which they viewed videotapes of an individual with a visible handicap (C-6 Quadraplegia) and an individual with a non-visible handicap (Wegener's Granulomatosis) and then checked all jobs on a job list for which they felt the individuals were qualified or could be trained. Employers received information on interviewing handicapped individuals, job modifications and accommodations, and general information on disabilities. Results indicated employers had little awareness of different types of disabilities and potentials of disabled individuals. They were able to identify appropriately suitable jobs for the individual with a visible handicap but not for the individual with a non-visible handicap. Counselors were able to appropriately identify job potential. Counselors' concerns focused on individuals with visible disabilities; employers' concerns focused on non-visible disabilities. (Six tables are appended.) (YLB)

ED 228 493 CE 035 687

Ashmore, M. Catherine; Pritz, Sandra G.
Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Banking; Behavioral Objectives; *Business Administration; *Business Education; *Business Skills; Career Choice; *Entrepreneurship; Learning Activities; Payroll Records; *Recordkeeping; Records (Forms); Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on keeping business records, the 15th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are included in the unit: the reasons for keeping business records, the elements of a sound recordkeeping system, the difference between a single-entry and a double-entry system, the uses of the checkbook in recordkeeping, suitable recording forms for accounts receivable, reconciling a bank statement, and developing a simple recordkeeping system for payroll records. Included in the lesson are instructional text organized in a question-and-answer format, individual and group activities, a case study, and assessment questions. (MN)

ED 228 505 CE 035 699

Ashmore, M. Catherine; Pritz, Sandra G.
Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; Credit (Finance); Educational Resources; *Entrepreneurship; Financial Needs; *Financial Support; Learning Activities; Learning Modules; Management Games; Managerial Occupations; *Money Management; Postsecondary Education; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on financing a small business, the eighth in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) explain how to determine the different types of costs that must be considered when starting a new business, (2) compare the advantages and disadvantages of the various sources of financing for a new business, (3) describe the sources of loans that may be available for financing a new business, (4) describe the information that must be provided in a loan application package, and (5) explain the criteria used by lending institutions to evaluate loan applicants. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

Ashmore, M. Catherine; Pritz, Sandra G.

PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide-$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Course Content; Course Descriptions; *Entrepreneurship; Learning Activities; Lesson Plans; Postsecondary Education; Retraining; *Small Businesses; Student Projects; Teaching Guides; Transparencies
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This teaching guide is intended for use in implementing the third level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). Designed for use with advanced secondary students, postsecondary students, and adults wanting training or retraining for direct application, the third level of PACE consists of 18 units with an emphasis on policies and strategies for managing your own business, skill building, planning in detail, and preparing for implementation. The units assume previous knowledge and experience in the area. A project entitled "Putting All the Parts Together" is presented that is designed to encourage students to apply the competencies gained at level 3 by completing a procedure book that can serve as a training manual and reference for future planning. The project is suggested for use by individual students or groups as a final entrepreneurship evaluation. Check sheets for each unit/module are provided to assist in writing out a business plan, and basic forms to be used in operating the business are included. The next section provides teaching outlines for each module/unit that contain module objectives, basic content detail, and teaching suggestions. The materials provided in the manual's next four sections include transparency masters, handouts, model activity responses, and model assessment responses. A listing of selected curriculum resources is found in the final section. (YLB)

ED 228 715 EA 015 564

Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).

Northwest Regional Educational Lab., Portland, OR. Dissemination Support Service.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Proceedings (021)
DESCRIPTIONS- Agencies; Annotated Bibliographies; Elementary Secondary Education; *Information Dissemination; *Regional Laboratories; *Research and Development Centers; *School Effectiveness; *Seminars; State Departments of Education
IDENTIFIERS- *Research and Development Exchange

This seminar marked the beginning of the formal sharing and analysis of National Institute of Education sponsored research and development in effective schooling and dissemination processes. All laboratories and centers were represented, and their materials were shared. The participants were those responsible for establishing and supporting the development of effective dissemination processes in state, intermediate, and local agencies. The seminar was composed of three phases: (1) profiling effective schooling resources, (2) analyzing effective dissemination strategies, and (3) identifying and analyzing key issues faced in delivering research and development resources. This report provides the schedule, summarizes the three phases, lists participants, and contains the seminar evaluation report. In the appendixes are guidelines for presenters and listeners, several forms for participants to use during the phases, and selected resources, some of which are annotated, relating to effective schooling processes submitted by the different research laboratories and exchanges. (MLF)

ED 228 731 EA 015 581

Thurston, Paul W.
Torts.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; *Educational Malpractice; Elementary Secondary Education; *Injuries; *Legal Responsibility; *School Law; School Personnel; Student School Relationship; *Torts

This chapter reports cases decided during 1981 that involved some type of tort claim within the school context. Torts are civil claims brought against a person or organization on grounds that the person or organization violated a responsibility not to injure another party. The cases are organized according to the particular type of tort involved. The headings include negligence (with an emphasis on student injuries), educational malpractice, negligence defenses (especially common law and statutory immunity), liability insurance, assault and battery, and constitutional torts (student-initiated cases and employee-initiated cases. (MLF)

ED 228 410 CE 035 492

Temme, Lloyd V.; Zeigler, William, Jr.
Projections of Demand for Vocational Teachers, 1978-1982.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Jan 80
CONTRACT- 300-78-0032
AVAILABLE FROM- teachers only, not for other personnel such as counselors, prevocational teachers,
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Employment Projections; *Employment Statistics; Postsecondary Education; Research Methodology; Research Problems; Secondary Education; Statistical Analysis; Statistical Studies; *Teacher Employment; Teacher Shortage; *Teacher Supply and Demand; *Trend Analysis; Vocational Education; *Vocational Education Teachers

This report examines the logic that underlies projection methods and applies that logic to data describing vocational teacher needs for 1978 through 1982. (The report addresses the demand for vocational education teachers only, not for other personnel such as counselors, prevocational teachers, and so on.) The report is organized into three sections. The first section contains a description of the techniques used to examine the past and to project the future demand for vocational teachers. In the second section, a critical assessment is made of the methods and data used to generate the projections for enrollments and teachers. The third section contains a brief analysis of the kinds of activities that, when carried out, would improve the adequacy and accuracy of the projection statistics. (The analysis concerns demand for teachers only and does not address the philosophy of teacher needs.) (KC)

ED 228 621   CS 007 071

Flippo, Rona F.; And Others
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Competency Based Teacher Education; Criterion Referenced Tests; Educational Objectives; *Graduate Study; Higher Education; Minimum Competency Testing; *Reading Consultants; Reading Instruction; *Reading Research; *Reading Skills; *Reading Teachers; State Standards; *Teacher Certification
IDENTIFIERS- *Georgia

The state of Georgia not only assesses the generic teaching competencies that are necessary for all teachers seeking certification, but also administers 28 separate criterion referenced tests, each for a different content-specialty area. Among the most recent of these tests is the Reading Specialist Test, the development of which involved ascertaining the domain of knowledge required of reading specialists, analyzing their job activities, and constructing an appropriate test. A study undertaken in the fall of 1982 examined the correspondence between the content objectives of the Georgia Reading Specialist Test and the content emphasized in graduate-level reading education courses in Georgia colleges and universities. A questionnaire was sent to all faculty teaching at least one graduate level reading course with a state-approved program in reading at the master's level or higher. The 118 job-related content objectives in the six subareas of the specialist test (language development and reading readiness, reading skills, developmental reading instruction, assessment, reading disabilities, and program management) were collapsed and reduced to 56 questionnaire items. Generally the results suggested that the reading specialist candidates would do well on most of the objectives. Subarea responses looked very positive for all subareas, with the possible exception of reading skills. (HOD)

ED 228 637 CS 207 422

Brayfield, Peggy L.
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Critical Reading; Dialects; English Instruction; Grammar; *Grammatical Acceptability; Higher Education; *Language Patterns; *Language Styles; Linguistic Difficulty (Inherent); Literary Criticism; *Literary Devices; *Poetry; *Syntax

Novice poetry readers need to realize that there are limits to poetic license, specifically with regard to the order of words in a sentence of poetry. For example, the integrity of independent clauses is not violated--no word placed in one independent clause is meant to be read as an element of another independent clause. Although parenthetical expressions can strike anywhere, dependent clauses, prepositional phrases, parallel or coordinate structure, and noun phrases also maintain their integrity, except in certain specifiable conditions. Poets are limited in their uses of adjectival relative clauses and verbals much in the same ways that prose writers are. Verb phrases, however, have very little integrity in nonpoetry, and almost none at all in poetry. Although these rules do not solve all the problems of reading poetry, they do indicate that even poetic license will usually submit itself to certain rules of syntax inescapable in any dialect of the English language. (An appendix contains excerpts from poems used in exercises on word order and syntax.) (JL)

ED 228 686 CS 504 191

Andersen, Kenneth E.
The Ethics of Communication: There's Enough Blame to Go Around.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Problems; *Communication Skills; *Ethics; *Social Responsibility; Teacher Responsibility

The relationship of ethics to communication is a central issue in the discipline of comunication. Accepting the idea that the twin goals of communication are to maximize the freedom of the individual and maximize the quality of society, acceptance of responsibility becomes the first moral article in a code of communication ethics. Most often, textbooks point out that the responsibility for ethical practice falls largely upon the speaker, but this responsibility cannot be too heavy to bear. While also assigning responsibility to listeners, textbooks often neglect a theory of responsibility that covers all the various ways in which people communicate in the communication process, including their roles as members of society in general. In all communication practices, people negotiate the ethical code by which they live. Teachers and researchers in communication have special responsibilities to identify the inexorable relationship between communication and ethics and to bring to the attention of students as well as people generally the fact that their communication behavior is definjng the way in which they live with each other. (JL)

ED 228 777 EC 151 624

Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.

Rehabilitation Services Administration (ED), Washington, DC.

REPORT NO.- E-80-26000
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accessibility (for Disabled); Affirmative Action; Blindness; *Daily Living Skills; Deaf Blind; Deafness; *Disabilities; Employment Practices; Federal Legislation; *Federal Programs; Program Costs; Recreation; *Rehabilitation Centers; *Research Projects; Therapy; *Vocational Rehabilitation
IDENTIFIERS- National Institute of Handicapped Research; *Rehabilitation Act 1973; Rehabilitation Services Administration

The fiscal year 1981 annual report of the Rehabilitation Services Administration's activities under the Rehabilitation Act of 1973, as amended, is presented; program operations, program development activities, functions of the National Institute of Handicapped Research, and other provisions of the Act, are described. Program operations include: the basic vocational rehabilitation program; services for the deaf, the blind, and the visually handicapped; the Helen Keller Center for Deaf-Blind Youths and Adults; and rehabilitation facilities. Program expenditures versus accomplishments are also examined. Program development, which is designed to improve service delivery and the vocational rehabilitation and independence of handicapped persons, includes the following activities: special projects for the severely disabled, projects with industry, special recreation programs, and Centers for Independent Living. In addition to the activities of research and training centers and special research and demonstration projects, the following ancillary activities are outlined: The National Council on the Handicapped, Office of Information and Resources for the Handicapped, The President's Committee on Mental Retardation, and interagency liaison. Finally, miscellaneous provisions of the Act include: employment, the Equal Employment Opportunity Commission, the Architectural and Transportation Barriers Compliance Board, and nondiscrimination under federal grants and programs. (SEW)

ED 228 425 CE 035 528

Nevill, Dorothy D.; Perrotta, Joyce M.
Role Salience on Three Continents (Australia, Europe and North America).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Analysis; *Cultural Differences; Employment Patterns; *Family Attitudes; Family Life; Females; High School Students; Males; National Surveys; Secondary Education; *Sex Role; Student Attitudes; *Work Attitudes; Work Experience
IDENTIFIERS- *Australia; Career Development Inventory; *Portugal; Salience Inventory; United States

A study compared the attitudes of high school students from three countries--Australia, Portugal, and the United States--concerning the importance of work, home, and family in their lives. By administering appropriate national versions of the Salience Inventory and the Career Development Inventory to 114 Australian, 158 Portuguese, and 204 American high school students, researchers were able to measure the behavioral, affective, and cognitive attitudes of the youths toward work, home, and family. Distinctive role patterns emerged in the three countries. Although the Australian students had the highest work participation, they had the lowest work commitment. The Portuguese students had the least work commitment as well as the least work experience and the lowest values realization through work. Of the three groups surveyed, the American students were the most committed to home and family and had the highest values expectation through work. Australia and the United States had similar sex-role patterns with females more committed to home and family than males and more committed to home than to work. In contrast, Portuguese females reported higher levels of commitment to work than did Portuguese males; and both sexes were relatively more committed to work than to home. (MN)

ED 228 468 CE 035 611

Projects in Progress--FY 1982. A Report for the Coordinating Committee on Research in Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
PUB DATE- 83
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Annotated Bibliographies; *Career Education; *Education Work Relationship; Elementary Secondary Education; Federal Programs; National Programs; Postsecondary Education; *Program Descriptions; Program Proposals; State Programs; *Vocational Education
IDENTIFIERS- National Center for Research Vocational Education

This fifth annual compilation presents resumes of ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Department of Career Education, National Instutute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services. (These agencies form the Coordinating Committee on Research in Vocational Education.) Also included in this publication are projects administered by the National Center for Education Statistics and U.S. Department of Labor. The document is organized into three sections. Section 1 includes descriptions of the federal agencies and a list of key personnel; section 2 contains the project resumes; and section 3 comprises six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. Congressional district), and contract or grant number. Project resumes are grouped by administering agency. Included in the Office of Vocational and Adult Education's Programs of National Significance are Projects of National Significance, the National Center for Research in Vocational Education, and Curriculum Coordination Centers. Each resume includes bibliographic information, subject terms describing the project, and an abstract focusing on project objectives and procedures. Directions for using the report and a sample resume are provided. (Author/KC)

ED 228 480 CE 035 674

Ashmore, M. Catherine; Pritz, Sandra G.
Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business Education; Business Skills; Career Choice; Competence; Definitions; *Entrepreneurship; *Individual Characteristics; *Job Skills; Learning Activities; *Personality Traits; Secondary Education; Self Evaluation (Individuals); *Small Businesses; Units of Study; Work Environment
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on determining one's potential as an entrepreneur, the second in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: defining entrepreneurship, recognizing the personal qualities and skills needed to be a successful entrepreneur, comparing the advantages of owning a business with the advantages of working for someone else, and assessing one's ability to be a successful entrepreneur. Included in the lesson are instructional text organized in a question-and-answer format, suggested individual and group learning activities, and assessment questions. (MN)

ED 228 529 CE 035 723

Ashmore, M. Catherine; Pritz, Sandra G.
Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors guides--$14.50 each; resource guide-$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; *Advertising; Behavioral Objectives; Business Administration; *Business Education; Career Choice; *Community Relations; Competency Based Education; *Entrepreneurship; Evaluation; Individualized Instruction; Learning Activities; Learning Modules; Postsecondary Education; Publicity; *Public Relations; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on promoting business, the 13th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Five competencies are dealt with in this instructional unit, including (1) creating a long-term promotional plan, (2) describing the techniques used to prepare advertising and promotion, (3) analyzing competitive promotional activities, (4) evaluating promotional effectiveness, and (5) planning a community relations program. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 543 CE 035 757

State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431.
Wisconsin State Dept. of Public Instruction, Madison. Community Education Unit.

SPONS. AGENCY- Office of Vocational and Adult Education (ED). Community Education Branch.
PUB DATE- 82
GRANT- G008006220
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Advisory Committees; *Agency Cooperation; Agency Role; Communications; *Community Education; *Cooperative Planning; Coordination; *Educational Cooperation; Educational Philosophy; *Educational Planning; Educational Strategies; Government School Relationship; Information Dissemination; Information Networks; Program Development; Program Implementation; State Agencies; State Departments of Education; *Statewide Planning

A study examined state-level collaborative planning strategies that have been developed in Wisconsin to coordinate the efforts of the Wisconsin Department of Public Instruction and the state's higher educational institutions with respect to the development of community education in the state. During the study the following areas were explored: the establishment of a common statewide direction and philosophy of community education, the role relationship and functions of the two community education centers, and the communication and dissemination mechanisms used in planning and implementing a statewide strategy. The review of Wisconsin's model for planning community education programs indicated that the strengths of the model appear to be in four major areas: (1) the state advisory council acting as the central planner; (2) the external planning and collaboration of the two state centers; (3) the development of a consistent philosophy of community education at the state and local levels; and (4) the emergence of a possible fourth partner in the state scene, the Wisconsin Community Education Association. Among the problems that persist in the state's community educational planning efforts are the need to broaden the focus and relevance of community education and the need to reduce the high turnover of council membership that is set forth in council bylaws. (MN)

ED 228 558 CG 016 584

Lifton, Peter D.

Personality Correlates of Moral Reasoning: A Preliminary Report.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Evaluation Methods; Family Environment; Higher Education; *Moral Values; Personality Development; Personality Theories; *Personality Traits; Psychological Patterns; *Sex Differences; Social Values
IDENTIFIERS- *Moral Reasoning

Although psychologists often disagree over the definition, underlying process, and methodology associated with the study of moral development, they agree that differences disappear among individuals possessing a similar type of reasoning. To study individual personality differences among people identified as moral by the theories of Kohlberg, Hogan, and Haan, 100 college sophomores evenly divided by sex were assessed by self-report and observer personality measures. For Kohlberg's cognitive-developmental and Haan's interactional systems, moral scores were obtained from interview responses to moral issues concerned with drug use. For Hogan's socioanalytic system, moral scores were obtained from the California Psychological Inventory. Data analyses by moral theory resulted in patterns of personality correlates descriptive of distinctive though not necessarily unique types of moral individuals. Analysis by sex supported Gilligan's (1982) work on women and morality. Women appear more socially-oriented, men more individually-oriented. Women tend to focus on practical, real-world issues, men upon abstract, intellectual issues. More importantly, these differences appear ingrained in their personalities. (Author/JAC)

ED 228 574 CG 016 600

Hartman, Thomas G.; Nowak, Norman
Memory Magic.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Higher Education; Learning Processes; Learning Theories; *Memorization; *Memory; *Mnemonics; Program Descriptions; Reading Difficulties; *Retention (Psychology); Rote Learning

This paper outlines several "tricks" that aid students in improving their memories. The distinctions between operational and figural thought processes are noted. Operational memory is described as something that allows adults to make generalizations about numbers and the rules by which they may be combined, thus leading to easier memorization. Repetition, rhythm, rhyme, and imagery are described as a few of the elements of figural memory and as the keys to memory tricks. The peg system of memory, which requires a student to make an association between two lists, is explained as an excellent method for memorizing numbers and facts. Other techniques of memorization are described, including the keyword method (making something to be remembered as silly or unusual as possible); cartooning (drawing details to be remembered in an unusual fashion); and the link system (making a chain of the information to be remembered). (PAS)

ED 228 590 CG 016 617

Lloyd, Sally A.; And Others
Support Networks of Dual Career Couples.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Dual Career Family; *Life Satisfaction; *Life Style; Sex Differences; *Social Networks; *Social Support Groups; Stress Variables; Well Being
IDENTIFIERS- *Marital Satisfaction

Although social networks play an important role in supporting families under stress, there is some evidence that families living a stressful dual career life style may have limited network resources. To describe support networks of dual career couples and to examine the relationship between the supportiveness of the network and satisfaction with the marriage and life style, 52 dual career couples completed a mail survey. Participants were recruited from a large university faculty, were well educated, and had been married an average of 18 years. The questionnaire consisted of questions about satisfaction with the marriage and life style, satisfaction with the support network, and demographics. Results indicated that, in general, members of the support network comprised a heterogeneous group. The networks contained relatives, co-workers and friends, other dual career couples as well as single provider couples, and opposite-sex as well as same-sex individuals. Analysis of the relationship between supportiveness and satisfaction showed husbands were more satisfied when their networks were perceived to be supportive, while wives were more satisfied when their networks were perceived as close and satisfying. Limited frequency of contact and distance did not hamper the maintenance of supportive relationships. Results indicate the importance of the quality and supportiveness of the network for satisfaction. (JAC)

ED 228 606 CS 007 048

Marion, L. Marvin
A Differentiated Program in Reading for Gifted/Talented.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academically Gifted; Academic Aptitude; Acceleration (Education); Comparative Analysis; *Early Reading; Intermediate Grades; Parent Role; *Reading Ability; Reading Attitudes; Reading Habits; *Reading Instruction; Reading Interests; Reading Programs; Reading Readiness; *Reading Research

A questionnaire on reading was administered to every student in the St. Joseph, Missouri, "Rainbow" program for gifted and talented readers. The same questionnaire was administered to a cross sectional sample of fourth, fifth, and sixth grade students in regular classrooms in the same district. Among other things, results showed that (1) 75% of the Rainbow students reported reading when they entered kindergarten, while only 46% of the regular children made the same claim; (2) the largest percentage of Rainbow students learned to read at age 4, while the largest percentage of regular students said they did not learn to read until age 6; (3) 97% of Rainbow students and 86% of regular students responded that someone at home had read to them before they entered school; (4) 56% of the Rainbow students and 49% of the regular students first learned to read from a family member; and (5) a high percentage of both groups used basal readers in kindergarten and first grade. Although some of the self-reported responses may be inaccurate, particularly from the regular students, the research still seems to support the conclusion that an eclectic, differentiated approach to reading instruction is the best for gifted and talented students. (The questionnaire is included.) (JL)

ED 228 653 CS 207 451

Stewig, John Warren
Informal Drama in the Elementary Language Arts Program.
PUB DATE- 83
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($15.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Creative Dramatics; *Creative Expression; Curriculum; Dramatic Play; Elementary Education; *Language Arts; Learning Activities; *Oral Language; Self Expression; *Student Teacher Relationship; *Teacher Role

Focusing on spontaneous drama--a means of encouraging, extending, and enhancing children's imaginations--this book discusses the growth in language creativity that results when students work with teachers who provide informal drama experiences in their classrooms. The book describes what drama is, how it is done with children, and why it should be a part of the elementary school curriculum. In addition, it includes a step-by-step sample sequence of improvised drama experiences that show how teachers can use the theoretical ideas presented in the book in actual sessions with their students. The book concludes with an annotated list of materials for use in motivating drama. (FL)

ED 228 701 EA 015 549

Catterall, James S.

Tuition Tax Credits: Issues of Equity.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-TTC-13
PUB DATE- Dec 82
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education CERAS Building, Stanford University, Stanford, CA 94503 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Equity (Finance); Elementary Secondary Education; Family Financial Resources; Family Income; Geographic Regions; Private Schools; Public Schools; Race; Sex; Special Education; Tables (Data); *Tax Credits; Tax Rates; *Tuition; Urban Education

To examine equity issues involving proposed Federal income tax credits for private school tuition, the author uses data from the Bureau of the Census and other governmental sources to estimate the effects of tuition tax credit (TTC) plans. After discussing equity and educational policy, he compares would-be TTC recipients--private school families with TTC eligibility--with all families of school-age children. Comparisons are based on type of school (public or private), school religious affiliation, educational level, geographical region of the United States, urban or nonurban location, family income, race, sex, and need for special or compensatory educational services. Using a hypothetical, typical TTC plan, the author analyzes the potential effects of TTCs if families shifted from public to private schools or from low- to high-tuition schools, or if private schools altered their fees or scholarship policies. The relationship of family tax liability to TTC plans is discussed, as are the adequacy of family resources for taking advantage of TTCs and the incentives for private schools to raise tuitions or reduce scholarships under TTCs. In his conclusion the author looks at the policy implications of his findings. (RW)

ED 228 732 EA 015 582

Rossmiller, Richard A.
Finance.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; *Educational Finance; Elementary Secondary Education; Government School Relationship; Parochial Schools; Private School Aid; *School Funds; *School Law; *School Support; *School Taxes

This chapter deals with 1981 cases involving the financial support of schools. According to the author, challenges to the constitutionality of state supported programs continued, as did litigation dealing with the funding of programs for children with special needs and with the requirements and enforcement of federal regulations. An increase in the number of cases involving tax and expenditure limitations was noted, reflecting the increasing fiscal restraints within which school districts must operate. Cases in the chapter are organized under the headings of public funds for private schools, sources and allocation of public schools funds, and school tax issues. (Author/MLF)

ED 228 748 EA 015 736

Bell, T. H.

U.S. Department of Education Annual Report, Fiscal Year 1982.

Department of Education, Washington, DC.
PUB DATE- 20 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Agency Cooperation; Bilingual Education; Civil Rights; Elementary Secondary Education; Federal Legislation; *Federal Programs; Organizational Objectives; Postsecondary Education; *Program Administration; *Public Agencies; Special Education; Vocational Education
IDENTIFIERS- Audits; *Department of Education

As mandated by Congress, this annual report from the U.S. Department of Education (ED) describes its activities in the past fiscal year (FY). The first section, Secretary of Education T. H. Bell's report, highlights ED accomplishments in FY 1982 in such areas as federal legislation, civil rights, and paperwork reduction, and also lists ED goals involving educational excellence, education and work, dismantling of ED, tuition tax credits, and other matters. Following a chart showing ED organization, activities of the under secretary's office are outlined, as are operations in the ED offices for management, intergovernmental and interagency affairs, and planning, budget, and evaluation. Next the ED Inspector General's office reviews its audit and investigative actions. Also reporting on their programs are the ED offices for elementary and secondary education, special education and rehabilitative services, bilingual education and minority languages affairs, vocational and adult education, postsecondary education, educational research and improvement, civil rights, general legal counsel, and legislation and public affairs. A brief appendix lists the names of ED advisory councils and committees. (RW)

ED 228 383 CE 035 029

Jorenby, Barbara; And Others
Project 88: A New Technical Nursing Curriculum. Final Report.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Competence; *Curriculum Development; *Educational Needs; *Educational Trends; *Employer Attitudes; Employment Projections; Futures (of Society); Models; Nurses; *Nursing Education; Postsecondary Education; Two Year Colleges
IDENTIFIERS- Minnesota

A project was conducted in Minnesota: (1) to describe and document a new level of technical nursing appropriate for 1988 for people educated at less than baccalaureate level; (2) to identify exit competencies of graduates of new programs; and (3) to develop model curricula for new programs in Minnesota's adult vocational technical institutes, including terminal performance objectives, blocks of activities, and time devoted to terminal performance objectives. Following a review of literature that projected 83,000 job openings annually for such a "technical" level nurse, conversations with advisory groups, and interviews with employers in industry, clinics, health maintenance organizations, and home care agencies, a questionnaire was developed. The questionnaire, which focused on job-entry skills for the future second-level nursing technician who is not a registered nurse, was sent to 122 employers (directors of nursing, practical nursing directors, and organization representatives in metropolitan and out-of-state areas), and 98 were returned. Results from the survey demonstrated that a consensus regarding the level of education and skill expected of a technical-level nurse does not yet exist, although much concern was expressed about the future of nursing. In general, metropolitan employers foresaw lower-level tasks for technical-level nurses than did those employers in rural areas. From these responses, a list of proposed competencies for nursing technicians was drawn up, with suggested competencies in nursing care delivery, health teaching, and leading and managing. Recommendations were made for curriculum, licensure, articulation, and future studies. (KC)

ED 228 439 CE 035 569

Hummel, Thomas J.; Robinson, Judith A.

Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Counseling; Counseling Techniques; *Counselor Training; *Employment Counselors; Employment Programs; Federal Legislation; *Federal Programs; Instructional Materials; Job Training; *Material Development; *Peer Teaching
IDENTIFIERS- *Comprehensive Employment and Training Act; Knowledge Engineering; Minnesota

The development of a program for the training of Comprehensive Employment and Training Act (CETA) counselors in Minnesota was the occasion for an exercise in "knowledge engineering." A "situation book" approach was designed to help structure and organize the specialized knowledge accumulated by experienced counselors and to allow them to share their knowledge. Less experienced counselors were initially provided exposure to standard counseling theory and practice. Eighteen more experienced counselors engaged in intensive, case-based discussions with each other and provided detailed descriptions of successful and unsuccessful cases in their experience. Data were developed into a "situation book" consisting of five interrelated sections presenting an overview of the CETA counselor's task in the form of exemplary case descriptions followed by a breakdown of the task into component parts. The book covered client traits and behaviors, categories of optional actions, sample rules for selecting and using the actions, and CETA case management. During the last 6 days of training, the experienced counselors trained their peers in workshops they designed to teach the materials in the situation book. (Appendixes, amounting to over one-half of the paper, include counselor training materials and sample pages from the situation book.) (YLB)

ED 228 454 CE 035 590

Planning Vocational Home Economics Programs for Secondary Schools.
California State Dept. of Education, Sacramento. Bureau of Publications.

PUB DATE- 83
AVAILABLE FROM- Publications Sales, California Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Child Care Occupations; Child Rearing; Clothing Instruction; *Consumer Education; Cooks; Course Descriptions; Curriculum Development; Curriculum Guides; Day Care; Family Life Education; Food Service; Foods Instruction; *Home Economics; *Home Economics Skills; *Homemaking Skills; Home Management; Housekeepers; Housing; Needle Trades; Nutrition Instruction; *Occupational Home Economics; Parenthood Education; Program Development; Secondary Education; Textiles Instruction
IDENTIFIERS- *Home Economics Related Occupations

Designed to assist teachers and administrators in developing curricula for secondary vocational home economics programs, this publication provides materials for the two programs that comprise vocational home economics education--consumer and homemaking education (CHE) and home economics related occupations (HERO) programs. The CHE program is presented in course outlines for seven content areas: child development, care, and guidance; clothing and textiles; consumer education; family living and parenthood; food and nutrition; home management; and housing, home management, home furnishings, and equipment. An objective for each course is also indicated. The HERO program is presented in narrative form. A checklist of procedures to be followed in developing a HERO program curriculum is followed by a complete listing of the HERO program code areas: child care and guidance management and services; clothing, apparel, and textiles management, production, and services; food production, management, and services; home furnishings and equipment management, production, and services; and institutional, home management, and supporting services. (YLB)

ED 228 638 CS 207 424

Ewald, Helen Rothschild
Theoretical Roots and Pedagogical Implications for Contextual Evaluation.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Theories; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Contextual Analysis; Theory Practice Relationship

There are three types of contexts subject to evaluation of student writing; the textual context that influences grammatical acceptability and the rhetorical effectiveness of a sentence; the coded context or cultural constraints such as generic and stylistic conventions; and pragmatic contexts that unite form, function, and setting in a developmental relationship. Current evaluation systems can be categorized according to which context they address. Text-oriented systems view the text itself as entirely sufficient to express meaning and to reveal author intent. Code-oriented systems emphasize the role that conventions and rules play in text interpretation and evaluation, and, although no fully developed system for evaluating pragmatic contexts exists, some methods include reader-response thinking and others use protocol analysis as a means for making judgments about the text as it develops in the writer's mind. What is needed, however, are systems with process-oriented contexts, especially since most evaluation systems have been product-bound. Two possible approaches that can be taken for the development of process-oriented evaluation systems are (1) multiple draft measurements that would analyze the nature and quality of the changes made between drafts and would make "appropriate change" a criterion of evaluation; and (2) writer-reader protocols that would feature articulated response as a criterion of evaluation and assess the stated intent of the author vis-a-vis the effect the author's work actually has on its audience. (HOD)

ED 228 670 CS 504 166

Daniel, Arlie
A Demographic Analysis of Students and Their GTA Instructors.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferemce Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Communication; College Students; *Communication Research; *Communication Skills; *Demography; *Evaluation Criteria; Females; Higher Education; Males; Sex Differences; Student Teacher Relationship; *Teacher Effectivemess; *Teaching Assistants

Demographic data were collected from college students and their graduate teaching assistant (GTA) instructors and analyzed for the impact of these characteristics on the students' ratings of teacher communication effectiveness. Data collected from the approximately 1,000 students and 60 GTAs included age, sex, ethnicity, socioeconomic status, home state or region, father's education level, and mother's education level. In addition, students provided data concerning year in school, major and minor, and anticipated grade in the targeted class. Teaching situational data collected from GTAs included subject taught; course level; class size; years of teaching experience, both in general and in the targeted course; and amount and type of teacher training in the subject area as well as speech communication. Students also completed an instrument measuring their opinions of their teachers' organizational stability, instructional adaptability, and interpersonal inflexibility. Canonical correlations performed on the data yielded a number of conclusions, among them that students rated female GTA instructors more heavily in their instructional adaptability and interpersonal inflexibility than they did males, and that female students tended to rate teachers more on those same dimensions. Male instructors were rated more on their organizational stability. (FL)

ED 228 716 EA 015 565

Quality High Schools: What Principals Have to Say. Monograph.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105-CBE-P3
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Role; *Educational Trends; *Futures (of Society); High Schools; *Leadership Responsibility; *Principals; *Productivity; *School Effectiveness; Seminars; Standards; Workshops

A seminar for high school principals (held in Portland, Oregon, June 28-29, 1982) sought to stimulate and record interaction among participants on five key topics related to school improvement: standards for excellence, elements of effectiveness, productivity, the high school of the future, and causing change in high schools. Following presentations by recognized experts, participants engaged in guided discussions focusing especially on feasibility, practicality, and congruence with their own experiences. Each section of the report deals with one of the key topics and contains a brief summary of the ideas and perspectives given by the presenter, followed by summaries of small group reactions to the presentation. The appendix contains the agenda and a list of participants. (MLF)

ED 228 763 EC 151 609

Latham, Glenn
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02.
Utah State Univ., Salt Lake City. Intermountain Plains Regional Resource Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Abstracts; Computer Assisted Instruction; *Disabilities; *Educational Media; *Educational Technology; *Literature Reviews; Models; *Rural Areas; Telecommunications; Telephone Communications Systems; Television

A review of the literature on technology and delivery of service to handicapped students in rural areas, and a sizeable appendix containing abstracts and articles on media and models are presented. Reviewed is literature on using technology: (1) in education, (2) with the handicapped in rural settings using media such as television and computer assisted instruction (CAI), (3) for inservice training, and (4) for special needs including training for uncertified teachers and general staff development. Models for implememting technology are briefly described. Included in appendixes are abstracts on the use of television, abstracts and four articles on the use of CAI, abstracts and two articles on the use of the telephone for instruction, abstracts on the use of packaged programs and instructional modules, a literature review entitled "Technology in Special Education," by A. Blackhurst and A. Hofmeister, and an article entitled "Telecommunications in Rural America: Special Populations, Special Problems," by L. Bransford. A catalog of instructional and professional materials available from the Exceptional Child Center at Utah is also included. (MC)

ED 228 397 CE 035 341

Mertens, Donna M.; And Others
Vocational Education and the High School Dropout.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Dropout Characteristics; *Dropout Prevention; Dropout Research; *Dropouts; Employment; Females; High Schools; Labor Market; Males; *Outcomes of Education; *Potential Dropouts; School Holding Power; Student Attrition; Student Characteristics; *Unemployment; *Vocational Education

This study was conducted to explore the retentive effects of vocational education and the labor market effects of vocational education and dropping out of high school. Data were gathered from the New Youth Cohort of the National Longitudinal Surveys of Labor Force Behavior (NLS Youth) supplemented by high school transcripts. An explanatory model of high school retention and labor market effects was developed that provided the framework for the analyses. The model included five major categories of predictive variables: individual, family, contextual, school characteristics, and high school experiences. Analyses to determine the retentive effects of vocational education focused on the high probability group of students most likely to leave high school without graduating. It was found that the more vocational education students had taken, the less likely they were to drop out of school. This relationship was significant for grades 10 and 12, but negative and insignificant for grade 11. The size of the effect, however, was small. The study also found that participation in vocational education, when combined with completion of high school, appeared to prevent some unemployment compared to the extent of unemployment experienced by dropouts. This relationship was greater for females than for males. Implications of the study included recommendations concerning possible intervention strategies, the federal leadership role, and areas in need of further research. (KC)

ED 228 411 CE 035 493

Gray, Kenney E.; And Others

Vocational Teaching Areas in Need of Additional Personnel.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- Jan 79
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Employment Projections; Employment Statistics; National Surveys; Postsecondary Education; Research Methodology; *Research Problems; Secondary Education; State Surveys; Statistical Analysis; Statistical Studies; *Teacher Employment; Teacher Shortage; *Teacher Supply and Demand; *Trend Analysis; Vocational Education; *Vocational Education Teachers

Projecting demand for vocational education teachers for a 5-year period has many methodological problems. For example, how does one define the "need for additional personnel" or determine the difference in demand for and supply of teachers? The demand figure changes drastically depending on how it is measured, while the supply changes depending on such factors as certification requirements. Demand also hinges on available funding. After consideration of these methodological problems, this study summarized a number of studies and used a panel of experts to devise a model that could be used to project the 5-year demand for vocational teachers (1977-82). Needs for teachers nationally by program areas, and at the state level by program areas as well as by total needs were determined. National data indicated that the number of additional teachers needed could be as high as 110,216 by fiscal year 1979 and as high as 200,481 by 1981. On the state level, all states showed a need for teachers for 1979 except Florida, Georgia, Maine, New Hampshire, and Wyoming. In 1981, only Florida and Wyoming were estimated not to have any needs for teachers. All states had needs for teachers in one or more program areas. (The majority of this report consists of statistical methodology and tables of projected teacher needs by individual states and by program areas.) (KC)

ED 228 426 CE 035 529

Michopoulos, Aristotle
The Philosophical Foundations of Lifelong Learning.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Educational History; *Educational Philosophy; Educational Research; *Foundations of Education; *Lifelong Learning
IDENTIFIERS- *Greece (Ancient); *Paideia

The current lifelong learning movement, the new force toward global education, owes much to the League of Nations and the United Nations that sponsored an expanded multiracial "polis." Its philosophical foundations go back, however, to ancient China, India, and especially Greece, where philosophers and scientists got their creative stimulus from the environment of the polis. In Greece the ideals of lifelong learning were first fully expressed in the concept of paideia, an educational effort pursued beyond the years of schooling and lasting throughout life. The first signs of lifelong learning were Homer's paideia that was strengthened during the following centuries with the teachings of the pre-Socratic philosophers, writers, and poets--from Hesiod and Heraclitus to Theognis and Pindar. The concept was further enhanced by prudent policies and legislation (i.e., Solon, Chilon, and Periander) as well as the teachings of the sophists and philosophers within an atmosphere of freedom. Lifelong learning as an expression of paideia then reached its peak during the classical period (fifth to fourth century B.C.) and turned Greece into the paideusis of the world. Factors that enhanced the growth of paideia were freedom of speech, freedom from poverty, and freedom from governmental mismanagement. The lack or loss of such factors impeded its functioning. (YLB)

ED 228 494 CE 035 688

Ashmore, M. Catherine; Pritz, Sandra G.
Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business Administration; *Business Education; Career Choice; Data Processing; Definitions; *Entrepreneurship; Learning Activities; *Money Management; *Recordkeeping; Records (Forms); Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Business Finance; *Program for Acquiring Competence Entrepreneurship

This lesson on competent financial management, the 16th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the importance of financial management, the components of a balance sheet, the differences between current and fixed assets and current and fixed liabilities, the components of a profit and loss statement, methods for calculating selected financial ratios, sources of financial ratio data, and the activities associated with electronic data processing and financial analysis. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 506   CE 035 700

Ashmore, M. Catherine; Pritz, Sandra G.
Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; *Contracts; Educational Resources; *Entrepreneurship; *Laws; Learning Activities; Learning Modules; Legal Responsibility; Management Games; Managerial Occupations; Postsecondary Education; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on dealing with legal issues in a small business, the ninth in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) describe the major legal issues faced by entrepreneurs; (2) determine when and how to obtain assistance with legal issues; (3) identify major types of contracts used by entrepreneurs; (4) identify the major rights and responsibilities of lessees and lessors; and (5) identify special contracts used by entrepreneurs, such as mortgages, deeds of trust, credit sales contracts, and long-term sales contracts. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 517 CE 035 711

Ashmore, M. Catherine; Pritz, Sandra G.
Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Characteristics; *Administrator Qualifications; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Entrepreneurship; Individual Characteristics; Individualized Instruction; Job Skills; Leadership Qualities; Learning Activities; Learning Modules; Postsecondary Education; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on understanding the nature of small business, the first of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Four competencies are dealt with in this instructional unit, including (1) analyzing the personal advantages of owning one's own small business, (2) analyzing the personal risks of owning one's own small business, (3) analyzing how to maximize the opportunities and minimize the risks, and (4) determining what entrepreneurial skills one would need to start a business. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 622 CS 007 074

Schwab, Patricia N.; Coble, Charles R.
Semantic Webbing in Science.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Reading; Elementary Secondary Education; Learning Theories; *Reading Comprehension; Reading Instruction; *Schemata (Cognition); *Science Instruction; *Teaching Methods; *Visual Aids
IDENTIFIERS- Reading Strategies; *Semantic Webbing

A semantic web visually represents concepts and their relationships in an organized schema. It is an aid to comprehending printed material in a more concrete way through the illustration of main ideas, supporting details, and their relationships in a reading selection. A semantic web consists of four basic components: (1) a core question asked by the teacher to stimulate and direct student discussion; (2) web strands consisting of the answers gleaned from the students' discussion; (3) strand supports, the facts or information in the selection that support the web strands; and (4) strand ties that indicate supporting details as well as interstrand relationships. Among the steps teachers might follow in developing a semantic web for a selection in science are developing a core question, having students read with the core question in mind, listing the students' responses on the board, and assisting the students in determining relationships among the strand supports. (JL)

ED 228 654 CS 207 452

Standiford, Sally N.; And Others
Computers in the English Classroom: A Primer for Teachers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0026
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08180, $5.50 non-member, $4.75 member).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Computer Programs; Educational Technology; Elementary Secondary Education; *English Instruction; *Evaluation Criteria; Evaluation Methods; Higher Education; Language Arts; Teacher Attitudes; *Teaching Methods

Intended to help English teachers make informed decisions about the use of computers in their classrooms, the chapters in this book consider: (1) "computer basics" (defining "hardware" and "software" and the various capabilities of both); (2) the various instructional strategies available via computers; (3) examples of software reflecting these strategies, specifically in the language arts curriculum; and (4) examples of various evaluation guidelines that instructors might use to judge the suitability of either hardware or software. To clarify each of these topics, each chapter of the book concludes with a scenario whose characters (composites of real English teachers) reflect the entire spectrum of interest in computer assisted instruction. (JL)

ED 228 687 CS 504 192

List, Karen
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard."
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-473
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Court Doctrine; *Court Litigation; Freedom of Speech; Media Research; *News Media; *Privacy; *Publicity
IDENTIFIERS- *Right of Publicity; *Zacchini v Scripps Howard

The right of publicity is based on an individual's right to be free from the appropriation of his or her name or likeness by another for the other's financial benefit. As the courts' conception of the right of publicity was exapnding, so was the development of newsworthiness as a defense for media defendants. In "Zacchini v. Scripps-Howard," a case dealing with a human cannonball's entire performance being shown on a television news show against his express wishes, the Supreme Court ruled that Zacchini's act was protected under a right of publicity. Critics of the decision predicted chilling effects on future news coverage. Since that decision, courts have faced right of publicity cases with several elements--descendibility (property rights that descend to heirs), literary considerations, unfair competition, commercial purposes, harm to reputation, and consent--closely intertwined. Because these cases involve a delicate balancing process beween the media's right to inform the public about newsworthy people and the celebrity's right to enjoy the fruits of his or her own labors, restriction on freedom of expression has occurred and may continue to do so. Applying guidelines based on copyright's fair-use doctrine may be the best way to deal with these issues. (JL)

ED 228 733 EA 015 583

Piele, Philip K.; Johnson, Margaret M.
Property.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Accessibility (for Disabled); Bids; *Board of Education Role; *Court Litigation; Educational Facilities Improvement; Elementary Secondary Education; *Property Accounting; School Budget Elections; School Buildings; School Closing; School Construction; *School Law; School Zoning; Shared Facilities

This chapter deals with 1981 cases involving disputes over property. Cases involving the detachment and attachment of land continue to dominate the property chapter with 11 cases reported, the same number summarized in last year's chapter. One case involving school board referenda raised the interesting question of whether or not a state could issue bonds for the repair of a school building after voters in the district had twice rejected bond referenda for that purpose. In addition to the usual zoning, construction, and school closure cases, this year's chapter includes a case involving the providing of air conditioning for a multihandicapped elementary school student who could not control his body temperature and two cases in which the Ku Klux Klan sought award of attorney's fees for civil rights suits in connection with denial of the use of school facilities for patriotic meetings. (Author/MLF)

ED 228 778 EC 151 625

Niro, Lynne D.; Wolf, Mary Hunter
Talent Search and Development in the Visual and Performing Arts. User's Guide.
Center for Theatre Techniques in Education, Inc., Stratford, CT.
SPONS. AGENCY- Office of Gifted and Talented (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-79-0767
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bilingual Students; Black Students; Class Activities; Creativity; *Cultural Differences; Demonstration Programs; Dramatic Play; *Gifted; Hispanic Americans; Junior High Schools; Student Development; *Talent Identification; *Theater Arts; *Visual Arts
IDENTIFIERS- *New Haven Public Schools CT; *Talent Search and Development Model Project

A program to identify culturally-diverse adolescents with the potential of becoming gifted adults is described, and instructions for conducting theater activities are presented. "Talent Search and Development Model Project" of the New Haven Connecticut School System involves middle schools serving primarily Black and Hispanic (bilingual) students. The theatre and visual arts experiences are part of a developmental identification process to discover talent. Based on the assistance of the Center for Theatre Techniques in Education, activities are organized around four objectives: to develop a sense of community, to release imagination, to train concentration, and to sharpen awareness of environment. The developmental identification process involves initial screening, the theatre techniques program, and preparation for secondary school gifted and talented programs for students with demonstrated ability. The Torrance Test of Creative Thinking is used as one of the initial talent search screening measures, as well as a before/after measure of growth for the theatre techniques program. The Differential Aptitude Tests are a second screening instrument. To assist other school systems that wish to implement a similar program, this publication includes: information on organizing theatre sessions, including sample exercises; a Student Assessment Checklist to record the instructor's observations of the student's performance and rate of growth; and specific guidelines for replication of the model program. (SEW)

ED 228 440 CE 035 570

Stephens, William N.
Explanations for Failures of Youth Organizations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; *Failure; Leaders; Organization; Organizational Effectiveness; *Student Organizations; Success; *Youth Clubs; *Youth Programs

Most reasons for the failure of youth groups can be organized around a few major themes or points. The most commonly mentioned reason is "the leader leaves." Four possible outcomes in this case are continuation of the group under a new leader, changes for the worse under a new leader, floundering, and death of the group. A second reason for group failure is lack of commitment. Strategies for control of commitment include family traditions, parental involvement, continuity in summer programs and camps, "tight" programming, "structure," and getting the children to work at something. The "formula for success" idea can also be employed to explain some of the cases of groups that are in decline. A necessary component changes; this leads to other changes; and it all begins to come apart. In cases of groups that are transformed, a key component (such as the leader) changes; this leads to other changes; and the group becomes a different group with a rearranged "formula for success." A final reason for failure involves a crisis of support. Both money and adult volunteers are needed, but the competition for them has grown as the number of youth groups has multiplied. (YLB)

ED 228 469 CE 035 612

Chapman, Warren
A Context for Career Decision Making. Research Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ETS-RR-83-13
PUB DATE- Mar 83
CONTRACT- 400-79-0020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; Career Education; *Career Exploration; Career Planning; *Decision Making; Information Services; *Information Utilization; *Occupational Information; Resources; Secondary Education; *Student Characteristics; Talent; Values; Vocational Aptitude
IDENTIFIERS- *Career Information Systems

A context is proposed that not only focuses career exploration in a logical way, beginning with the decision maker and moving to occupations, but also helps organize the process of decision making. Decision makers are seen as part of the context, for they have values, aptitudes, and resources that are relevant to choices of occupations. For career decision making, occupations are construed along dimensions that are most useful to the decision maker. These dimensions are the ones that, in the occupation, correspond to the values, aptitudes, and resource dimensions of the decision makers. They are rewards, requisites, and investments. The goal of the decision, then, is the maximization of values satisfaction within the limits of aptitudes and resources. Information also requires a place in the decision-making process, since decision makers require two classes of information--information about occupations and information about themselves. Applications of the context include development of a curriculum for career decision making, improvement of occupational information, and improved decision making. (YLB)

ED 228 481 CE 035 675

Ashmore, M. Catherine; Pritz, Sandra G.
Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business; *Business Administration; *Business Education; Career Choice; *Career Planning; Definitions; *Entrepreneurship; Financial Needs; Learning Activities; Marketing; Money Management; *Program Development; Secondary Education; *Small Businesses; Units of Study; Worksheets
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on developing a business plan, the third in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: identifying the reasons for planning for entrepreneurship; identifying the components of a business plan (marketing, organizational, and financial plans); and completing a business plan worksheet. Included in the lesson are instructional text organized in a question-and-answer format, group and individual learning activities, and assessment questions. (MN)

ED 228 530 CE 035 724

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; Distributive Education; *Entrepreneurship; Individualized Instruction; Job Training; Learning Activities; Learning Modules; Motivation; Planning; Policy Formation; Postsecondary Education; *Retailing; Retraining; *Salesmanship; Sales Workers; *Small Businesses; *Staff Development; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on managing sales efforts, the 14th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Three competencies are dealt with in this instructional unit, including (1) developing a sales plan for one's business, (2) developing policies and procedures for serving one's customers, and (3) developing a plan for training and motivating salespeople. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 544 CE 035 758

On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

REPORT NO.- House-98-3

PUB DATE- 23 Feb 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Apprenticeships; Disabilities; Educational Legislation; *Educational Needs; Federal Legislation; Hearings; Job Training; Needs Assessment; *On the Job Training; Position Papers; Postsecondary Education; Public Policy; Underemployment; Unemployment; *Veterans; *Veterans Education; Vocational Rehabilitation

IDENTIFIERS- Congress 98th; Veterans Administration; *Vietnam Veterans

This congressional report contains testimony dealing with on-the-job and apprenticeship training programs. More specifically, the testimony focused on the employment problems, educational and training needs, and programs available to assist unemployed as well as underemployed Vietnam era veterans. Included among those agencies and organizations represented at the hearing were the following: the Disabled American Veterans, the Veterans of Foreign Wars, the Department of Labor, the Veterans' Administration, the Vietnam Veterans of America, and the American Legion. (MN)

ED 228 559 CG 016 585

Lifton, Peter D.
An Observer Measure of Autonomy: Development and Validation.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Evaluation Methods; Higher Education; Individual Differences; *Personal Autonomy; Personality Development; *Personality Measures; Psychological Characteristics; *Test Construction; *Test Validity

Historically, theories of personality development assigned prominence to the construct of autonomy, which often represented a developmental endpoint. To develop and validate an observer measure of autonomy and to further describe the dynamics underlying the personality and behavior of autonomous individuals, a 10-item scale (Auto CQ) was developed based on correlational and item anlysis of California Q-set descriptions for 314 adults. In a second study using 142 college sophomores, validation of the Auto CQ was suggested by correlational anlayses of the scale with other measures of autonomy, both observer and self-report. Additional analyses with the California Psychological Inventory and Minnesota Multiphasic Personality Inventory indicated that autonomy was related with poise, ascendancy, self-assurance, interpersonal adequacy, personal maturity, and psychological health. Descriptions indicated that both positive and negative personality attributes were associated with the concept of autonomy. (Author/JAC)

ED 228 575 CG 016 601

Summers, Patricia M.
"Physician, Heal Thyself": Language, Like Air, Can Be Unhealthful; Counselor-Educators Should Lead Clean-Up.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication (Thought Transfer); Counseling; *Counselor Attitudes; *Counselor Educators; Counselor Training; Females; *Language Attitudes; Language Role; *Language Usage; *Sex Bias; Sex Role; Sex Stereotypes; State of the Art Reviews

Some blatant forms of sex discrimination in education have been recognized and addressed in the last decade or so. However, judging both by graduate level counseling textbooks commonly in use and by counselor-educator and counselor-trainee behaviors commonly in practice, enlightenment about the potentially debilitating effects of language is still in order. Language, the most basic tool of communication and counseling, is typically loaded against women. It can trivialize their achievement, lower their aspirations and damage their self-concepts. The negative effects for women of sexist and exclusionary language also affect men, by perpetuating their limited perceptions of and expectations for women. Counselor-educators, ideally marked by high levels of self-awareness and sensitivity, should be leaders in a movement against sexist and exclusionary language. The supposition that children are often literal in their responses to language and grow into adults often unconsciously maintaining the same literal perspectives and usage, is reason enough for counselor-educators, in their texts and through their students, to break the chain. Viable alternatives to sexist, exclusionary language do exist. First, though, counselor-educators must be helped toward empathy with those directly affected by harmful language styles. With recognition of the problems, the solution--use of non-sexist, inclusionary language--requires only principled dedication and practice. (PAS)

ED 228 591 CG 016 618

Larter, Sylvia; And Others
Post Secondary Plans of Grade Eight Students and Related Variables. #165.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-167-5
PUB DATE- Oct 82
AVAILABLE FROM- Toronto Board of Education, 155 College Street, Toronto, Ontario, Canada M5T 1P6 ($6.00 plus $1.50 handling charge).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Aspiration; *College Bound Students; Family Influence; Foreign Countries; Grade 8; Individual Differences; *Noncollege Bound Students; Peer Influence; Secondary Education; *Student Attitudes; *Student Characteristics; Student Motivation
IDENTIFIERS- *Ontario (Toronto)

The factors that influence students' educational aspirations are of critical importance to both teachers and policy makers. To determine how grade eight students in Toronto make the decision whether or not to attend college, 120 inner-city eighth graders and some of their parents, teachers and principals were interviewed. In the second stage of the study 3,969 eighth grade students were surveyed, and in the third stage 231 students were involved in indepth interviews. The most important finding of the study was that eighth grade students, as a whole, value education second only to health and family. Over half (58%) were considering college. Students who felt they had the ability and planned to go to college were more likely to come from a higher socioeconomic level. Parents and teachers were listed as having the most influence on their plans. Money was not found to be a deciding factor in the decision to attend college; most students did not have information about college costs or family income. A series of 51 tables presents the findings of the surveys in detail. In addition, the appendices contain a list of schools in the study, tables showing students' country of birth, sample letters and consent forms for parents, interview and survey questions, teacher rating forms and information on students in nontraditional courses. (JAC)

ED 228 607 CS 007 052

Hoffman, Stevie
A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
SPONS. AGENCY- Missouri Univ., Columbia. Graduate Research Council.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Beginning Reading; Evaluation Criteria; Evaluation Methods; *Interaction Process Analysis; Language Usage; *Measurement Techniques; *Parent Child Relationship; *Problem Solving; *Reading Processes; *Reading Research; Story Reading

A problem solving process has been created for analyzing descriptive data obtained from the language transactions between parents and children during a shared reading event. Use of other instruments and observations of videotaped interactions led to a classification of reading event components and to a coding system containing items in the following categories: (1) parent/child initiated dialogue outside actual text reading, (2) parent/child response in dialogue outside actual text, (3) teaching strategies of parent when child reads, (4) child's reading strategies, (5) tenor of the relationship, and (6) time factors. Each item is assigned a positive and negative value. A parent-child reading partnership scale provides a descriptive summary statement of the interaction. Its categories include introduction of the reading task, elaboration on pictures as part of the text, elaboration of text, conclusions and feedback at the end of the reading event, and strategies used for encouraging the reading partnership. (JL)

ED 228 671 CS 504 168

Flaningam, Carl
The "Checkers" Speech and Televised Political Communication.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Audiences; Communication Research; Credibility; Discourse Analysis; *Mass Media Effects; *Persuasive Discourse; Political Attitudes; Political Influences; Propaganda; *Public Opinion; *Speeches; *Television
IDENTIFIERS- *Nixon (Richard M); *Political Communication

Richard Nixon's 1952 "Checkers" speech was an innovative use of television for political communication. Like television news itself, the campaign fund crisis behind the speech can be thought of in the same terms as other television melodrama, with the speech serving as its climactic episode. The speech adapted well to television because it was engrossing (the audience was able to perceive it as a real event); it engaged in moral labeling ("good guys" and "bad guys"); and it gave the impression of being definitive and authoritative. Among the conclusions that can be drawn from the episode are the following: (1) television demands soap opera, and the speech was an example of early 1950s soap opera at its best; (2) direct televised appeals are superior to alternative forms of political communication, particularly for "apologia"; and (3) "apologia" virtually requires the direct use of television for the speaker to reach his or her intended audience. (JL)

ED 228 702 EA 015 550

Guidelines and Standards for Proprietary Schools.
Georgia State Board of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adult Vocational Education; *Business Education; Certification; Postsecondary Education; Private Education; *Proprietary Schools; Skill Development; State Legislation; State Licensing Boards; *State Standards; *Trade and Industrial Education; Training
IDENTIFIERS- *Georgia; *State Regulation

As provided in the Georgia Proprietary School Act, this guide contains information on the laws, regulations, and standards applying to proprietary schools operating in Georgia. "Proprietary school" under the law means any business enterprise operated for profit for the purpose of training, preparing, or improving a person for business, trade, technical, or industrial occupation. Section 1 of the guide explains the regulations' statutory basis and provides definitions of terms, exemptions from the law (including private kindergartens, elementary, and high schools), and procedures for getting the required certification of approval from the State Superintendent of Schools. Section 2 sets out the minimum standards for proprietary schools, in the form of a lengthy chart on which are listed 30 categories of standards, a self-evaluation checklist, and notations of exhibits required to be submitted to the superintendent. The chart includes state standards for school policies and procedures; curriculum, instruction, and academic requirements; facilities and equipment; personnel; records and financial resources; and advertisement and representation. (RW)

ED 228 717 EA 015 566

Reutter, E. Edmund, Jr.
The Supreme Court's Impact on Public Education.
National Organization on Legal Problems of Education, Topeka, Kans.; Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-784-6
PUB DATE- 82
AVAILABLE FROM- Publications, National Organization on Legal Problems of Education, 5401 S.W. Seventh Street, Topeka, KS 66606 ($7.00 paperback, ISBN-0-87367-786-6; $9.00 hardbound, ISBN-0-87367-783-8; add $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Civil Rights Legislation; Constitutional Law; *Court Litigation; Due Process; Educational Finance; Elementary Secondary Education; Equal Opportunities (Jobs); Federal Legislation; *Government School Relationship; Legal Responsibility; Parent School Relationship; Postsecondary Education; Private School Aid; *Public Education; Religious Factors; School Desegregation; School Districts; *School Law; Student Rights; Teacher Rights
IDENTIFIERS- *Supreme Court

This volume presents an analysis and synthesis of the opinions of the Supreme Court explaining judgments that have directly decided education matters and those that have had substantial impact on public education policies and procedures even though the parties to the suits were not connected with public education. The chapters are structured thematically to highlight, in an integrated fashion, the main thrusts of the Supreme Court opinions. The cases within each area are usually presented in chronological order. Four chapters cover issues on teacher rights (the loyalty turmoil, expression and due process, conditions of employment, and discriminatory employment practices); three chapters describe cases on race and education; and two chapters concern financial aid for parochial schools. A single chapter is devoted to each of the following subjects: financial aid for secular private schools, religious influences in public schools, student rights, liability for civil rights violation, structure and finance of school districts, and federal legislation affecting education. A glossary, key provisions of the United States Constitution, and key federal statutory provisions are in the appendixes. A table of cases and an index complete the book. (MLF)

ED 228 749 EC 151 029

Callaway, Alma Slaughter; Webb, Audrey Renee
Preschool Demonstration Project for Handicapped Children: A Project Summary.
Fort Valley State Coll., Fort Valley, Ga.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 80
GRANT- G007702035
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Resources; Demonstration Programs; *Handicap Identification; Intervention; *Mild Disabilities; *Parent Education; Preschool Education; Program Descriptions; Program Development; Referral; Staff Development
IDENTIFIERS- *Preschool Demonstration Project for Handicapped

The report summarizes the Preschool Demonstration Project for the Handicapped which served 3- to 5-year-old children with mild handicaps. The project was designed to reduce the influence of handicaps on regular school entrance through structured intervention; integration with nonhandicapped children; and training for teachers, parents, and community staff. Identification of mildly handicapped preschoolers, a major focus of the program, was accomplished by screening of children referred by community agencies and individuals. The services provided to the children focus on development in the following areas: psychomotor skills; language, perception, social/emotional skills, and reasoning. Dissemination and potential replication activities are noted, as are staff development activities and parent education efforts. Evaluation data are cited to indicate that project children made substantially more gains than would be expected without treatment. Extensive appendices include sample lesson plans or home activities, papers on aspects of staff development, and papers on parent/family education. (CL)

ED 228 764 EC 151 610

Bloom, Barbara; And Others
The SEECC Pre-School Project: Parent-Partner Training Program.
Saskatchewan Univ., Saskatoon. Inst. of Child Guidance and Development.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - General (130)
DESCRIPTIONS- Child Development; Developmental Stages; *Disabilities; *Home Instruction; *Infants; Intervention; Language Acquisition; Mothers; *Paraprofessional School Personnel; *Parent Education; Preschool Education; Program Descriptions; *Staff Development; Staff Role; Vocational Education

A manual for training paraprofessionals to provide home intervention and instruction to mothers of handicapped infants and preschool children is presented. The following objectives of the Saskatoon, Saskatchewan, project are described: teaching mothers about child development; obtaining information about each child and the child's environment; and enhancing parent-child relationships and parenting skills. The content of each of the 9 days of paraprofessional training is outlined. The first 6 days include a general introduction to the preschool project and an overview of normal child development and learning and handicapping conditions. The last 3 days of the training program consist of a hands-on workshop to provide experience resembling the type of contact parent partners would likely have with the children. In addition, observations based on 2 years of operation are offered regarding duties and roles of the paraprofessionals and outcomes for parents. Appendices include the following materials: assumptions about the teaching-learning process; a chart of developmental tasks posited by Piaget, Freud, Cratty, and Razran; information on child behaviors (self-help, motor, language, and socialization); a list of language skills and associated learning activities; a list of developmental stages of normal speech and oral language; a list of followup inservice training activities; a list of materials used by parents and paraprofessionals; a bibliography of about 60 publications; a list of 12 films; and an article on learning theory. (SEW)

ED 228 384 CE 035 121

Giese, Harlan E.; And Others

A Resource Guide on Local Vocational Education Advisory Councils for Administrators and Instructors.

Iowa State Advisory Council for Vocational Education, Des Moines.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advisory Committees; Instructional Improvement; Organization; Postsecondary Education; Resource Materials; *Responsibility; *School Districts; Secondary Education; *Vocational Education
IDENTIFIERS- Iowa

This resource guide provides information on vocational education advisory council structures, the purpose of local councils, and suggestions on ways to administer their operations efficiently. Three different types of vocational education advisory councils are described: local level (program and vocational general advisory councils), state level (State Advisory Council on Vocational Education), and national level (National Advisory Council on Vocational Education). General responsibilities and composition of local advisory councils are then listed. More specific information is provided on size and membership of vocational program advisory councils and vocational general advisory councils. Other areas covered are nominations and appointments of members, organization, orientation of council members, resource information for the council, and responsibilities of officers and members. Suggestions for a council program of work and agendas are also made. The role of the school representative as a resource is emphasized. Symbols of recognition or appreciation for local advisory council members are suggested. A flow chart is attached that illustrates the steps of procedure for planning for instructional improvement. (YLB)

ED 228 412 CE 035 495

Nasman, Leonard O.
Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Postsecondary Education Alliance of Institutions/Districts.
PUB DATE- Mar 81
AVAILABLE FROM- National Center Publications, Box U, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD223-$5.10).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Programs; Demonstration Programs; *Educational Needs; Education Work Relationship; Employer Attitudes; Employer Employee Relationship; Guidelines; *Models; *Needs Assessment; Postsecondary Education; Program Development; *School Business Relationship; Secondary Education; Training Objectives

This document outlines a systematic approach to the process of reviewing employer and employee training needs so that postsecondary institutions can work closely with business, industry, and labor (BIL) to meet these needs. It also contains sections that review the rationale and development processes that provided a basis for the model. The model is meant to fill the need for a cost-effective, locally focused data collection system that will provide a basis for a postsecondary institution to make decisions relative to pre- and post-employment education and training programs. The document is organized into three sections. Section 1 presents the BIL Needs Assessment Model, which contains a systematic design for a needs assessment project along with details regarding the procedures to be followed. In section 2, background information relative to the development of the model is presented and the pilot testing phase of the project is reviewed. Section 3 contains a copy of the original document presented to the technical review panel. This document presents the assumptions, rationale, and the review of existing models that provided the foundation on which the BIL Needs Assessment Model was built. Also contained in section 3 are the computer programs developed for the analysis of data generated by the employer survey. (KC)

ED 228 455 CE 035 593

Kaplan, Michael H.
An Investigation of Selected Community School Terminations. Research Report 82-108.
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrative Problems; Administrator Attitudes; Adult Education; *Community Education; *Community Schools; Educational Benefits; *Educational Objectives; *Financial Problems; Financial Support; Influences; *Program Administration; Program Descriptions; Program Development; *Program Implementation; Staff Development; Staff Role
IDENTIFIERS- *Program Terminations

A study explored factors that have led to the termination of selected community school programs. Examined during the study were 10 terminated programs in five states (Virginia, Arizona, New Mexico, California, and Oregon) that had been in operation for at least 3 years. Two major techniques were employed in the study. Structured as well as unstructured interviews were conducted with 118 teachers and administrators in the 10 communities. Document analysis was the second research strategy used. Most of the individuals interviewed indicated that building staffs, school administrators, and city officials had little knowledge of and were largely unsupportive of the community education (CE) concept. Funding and staffing patterns varied widely from site to site. However, it was noted that those programs that were entirely locally funded lasted the longest. When asked about the strengths of local CE programs, some respondents noted that CE programs involved Spanish-speaking people in the community and provided a well-rounded program for adults and children. Among the weaknesses of CE programs mentioned were a lack of organization, understaffing, a failure to gain a commitment from schools or the public, and an overlapping of services provided by CE with those provided by other agencies. While two of the school systems contacted were actively trying to reconstitute their CE programs, eight were not. (MN)

ED 228 623 CS 007 075

Baumann, James F.
Teaching Children to Comprehend Main Ideas.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Grade 4; Intermediate Grades; *Reading Comprehension; *Reading Instruction; *Reading Research; *Teaching Methods
IDENTIFIERS- *Direct Instruction Model; *Main Idea

A study evaluated the effectiveness of a direct instructional paradigm for teaching children to comprehend main ideas of prose passages. Subjects, 69 children in three fourth grade classes, were randomly assigned to an experimental "strategy" group receiving direct instruction in main ideas, an experimental "basal" group receiving massed basal reader instruction in main ideas, and a control group receiving vocabulary development exercises. All groups received eight 54-minute lessons over a period of three weeks; posttests were administered in the fourth week. The strategy group lessons consisted of a sequence of main skills progressing from main ideas in groups of words to main ideas in passages. Lessons in the basal group were taken directly from a current basal reader series. Results of the posttests revealed no significant differences between the three groups' skills at comprehending main ideas. Given the proven power of direct instruction, differences in the intelligence of the groups and discipline problems with the strategy group may explain these unexpected results. (JL)

ED 228 639 CS 207 427

Butler, Sydney

The Bridge to Real Writing: Teaching Editing Skills.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cooperation; *Editing; *Peer Evaluation; *Revision (Written Composition); Secondary Education; Small Group Instruction; *Teaching Methods; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Audience Awareness; Reader Response

To teach students the skills of editing, teachers should provide them with an opportunity to become editors--to work cooperatively in the editing of each others's writings in order to be able to accept help and to learn to edit their own writings. Purpose and audience are the two guiding lights of the editing stage. Instruction begins with demonstrations and lessons, progressing toward independent work by the individual student, with support and help from both teacher and peers. Editing is modelled as a collaborative activity in which the writer and co-editor work as a partnership with the joint aim of presenting the writer's ideas in the best possible form. The editing methods demonstrated with the whole class are next put into practice in small peer groups of four or five students. When the students are able to respond to each other's writing in a positive and constructive manner, then the writer has the benefit of audience feedback. While freeing the teacher for more effective one-to-one teaching, the technique of peer response also allows students to write more. This process approach makes use of all the human resources of the classroom in the response to writing, shifting responsibility to the students, not only to find and express their own ideas, but also to work with their peers. (HOD)

ED 228 734 EA 015 584

Young, D. Parker; Gehring, Donald D.
Higher Education.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 576.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Collective Bargaining; *College Faculty; *College Students; *Court Litigation; Educational Finance; *Governance; Higher Education; Legal Responsibility; *School Law

This chapter on higher education returns after a 6-year absence during which time a separate yearbook on higher education law was published. Because not all higher education law cases reported during 1981 could be included, the author summarized only the more significant cases that seemed to best illustrate the legal parameters regarding the specific topic. The cases are organized under governance and finance, liability, employees, collective bargaining, and students. Cases involving employees concern First Amendment rights, alleged discrimination, elimination of tenure, reduction of salary, and confidentiality of faculty evaluations. Cases involving students include freedom of expression, interpretation of statutes, rules and regulations, organizations, financial matters, admissions, athletics, religious matters, and handicapped students. (Author/MLF)

ED 228 398 CE 035 348

Vetter, Louise; And Others
Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basic Skills; Higher Education; Methods Courses; Preservice Teacher Education; Program Effectiveness; Secondary Education; Secondary School Students; *Teacher Attitudes; Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; *Teacher Qualifications; *Vocational Education Teachers

This exploratory study of vocational education teachers' preparation to improve students' basic skills was based on previous work conducted by the National Center for Research in Vocational Education. Eleven questions about basic skills were developed and asked in interviews conducted with a total of 46 faculty and 165 students at nine vocational teacher education institutions. In addition, catalogs from the institutions were reviewed for mention of requirements related to instruction in providing basic skills assistance to vocational students in teacher education programs. Most vocational teacher education students interviewed felt they were prepared to teach basic skills to their secondary vocational students, by virtue of their personal preparation and grasp of the skills, rather than as a result of specific teacher training in teaching such skills. Vocational teacher-students also gained some limited preparation for teaching basic skills through life experiences such as from employment and from their parents. The teacher education students generally thought that they had a responsibility to improve their students' basic skills, although the amount and type of such commitment varied widely. Some potential teachers expressed concern about lack of time for teaching such skills in vocational programs. The study suggested that further research is necessary to determine where basic skills should be taught, how vocational teachers are teaching such skills, and what inservice as compared to preservice teachers think about this topic, among other suggested research areas. (KC)

ED 228 427 CE 035 530

King-Fitch, Catherine C.

Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

REPORT NO.- ISBN-0-89606-107-8

PUB DATE- 83

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (Write for price).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Career Awareness; Career Choice; Career Education; *Career Planning; Case Studies; Competency Based Teacher Education; *Decision Making Skills; *Disabilities; *Exceptional Persons; Goal Orientation; Individualized Instruction; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; Self Concept; Skill Development; Special Education; Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Special Needs Students

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to serve students with special/exceptional needs. The purpose of the module is to enable teachers to assist exceptional students in developing self awareness, career awareness, and decision-making skills and in setting and accepting realistic short- and long-range career goals. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, terminology, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, supplementary reading, case studies, worksheets, checklists, and self checks. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 228 495 CE 035 689

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; Cost Effectiveness; *Credit (Finance); Definitions; *Entrepreneurship; Financial Policy; Learning Activities; *Money Management; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Business Finance; *Program for Acquiring Competence Entrepreneurship

This lesson on managing customer credit and collections, the 17th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are included in the unit: reasons for offering credit, basic policies to use for credit and collections, determining rules for deciding about people who apply for credit, features of credit card plans, basic types of credit card plans, and using a cost/benefit analysis for direct credit and credit card plans. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 518 CE 035 712

Ashmore, M. Catherine; Pritz, Sandra G.
Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrator Characteristics; *Administrator Qualifications; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; Creativity; Decision Making Skills; *Entrepreneurship; Individual Characteristics; Individualized Instruction; *Job Skills; Leadership Qualities; Learning Activities; Learning Modules; Personnel Management; Planning; Postsecondary Education; Problem Solving; Public Relations; Retraining; *Self Evaluation (Individuals); *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on determining one's potential as an entrepreneur, the second of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Three competencies are dealt with in this instructional unit, including (1) considering the personal qualifications and abilities needed to manage one's own business; (2) evaluating one's own potential for decision making, problem solving, and creativity; and (3) determining one's potential for management, planning, operations, personnel, and public relations. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately three hours of class time. (YLB)

ED 228 560 CG 016 586

Mullis, Ann K.; Mullis, Ronald L.
Satisfactions of Parenting.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; *Child Rearing; Coping; Family Problems; *Parent Attitudes; Parent Child Relationship; Parent Role; *Parents; *Participant Satisfaction; Social Support Groups; *Stress Variables

The transition to parenthood has been described as both stressful and rewarding. To further clarify attitudes toward parenthood and suggest strategies for enhancing the satisfaction and reducing stress, 819 families responded to a 14-item questionnaire about parents' attitudes. Percent of agreement or disagreement was calculated for each item for all subjects and across the variables of number of children, years married, age of mother, and marital status. A majority of the respondents, 72%, indicated positive attitudes toward child rearing and parenthood. Those expressing more negative attitudes were younger parents and single parents. No differences were revealed for any items across the variables of rural/urban residence, education of mother or father, or age of child. The findings suggest that parents who have particular problems adjusting to their role need to be identified and provided with informal support systems of older parents. Child care classes for students can provide both concrete and theoretical parenting situations to help students confront real life issues. (JAC)

Baranowski, Marc D.
Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly.
SPONS. AGENCY- Maine Univ., Orono.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Attitude Measures; *Childhood Attitudes; Empathy; Family Life; *Grandchildren; *Grandparents; High Schools; High School Students; *Interpersonal Relationship; *Older Adults; Parent Child Relationship; Personality Traits

Research examining the relationship between the frequency of grandchildrens' contact with grandparents and attitudes toward the elderly has produced conflicting results. In order to determine what kinds of contact between young people and their grandparents were meaningful and important to adolescents, interviews were conducted with 32 adolescents (16 males and 16 females). Based on their responses, seven questions were constructed to produce a measure of quality of grandparent-grandchild interaction. High school students (N=390) completed this questionnaire, as well as questions about demographics and frequency of contact with grandparents, an empathy scale, and the Aging Opinion Survey. Analyses of results supported the previously documented importance of grandparents as family historians and showed that grandparents often influence the parent-child relationship by talking about what the child's parents were like when younger. Results also showed that grandparents play a role in their grandchildren's lives by teaching skills, hobbies, and sports. Findings suggest that quality of interaction with grandparents is a significant predictor of attitudes, while frequency of contact with a favorite grandparent is not. (PAS)

ED 228 608 CS 007 055

Saterfiel, Thomas H.; Handley, Herbert M.
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Beginning Reading; Instructional Improvement; Primary Education; *Program Evaluation; *Reading Achievement; *Reading Improvement; Reading Instruction; *Reading Programs; *Rural Education; Small Group Instruction; *Teacher Aides; Time on Task
IDENTIFIERS- *Mississippi (Lee County)

A privately funded project that placed reading aides in the first three grades of the public schools was initiated in a rural county of Mississippi. The program provided a paraprofessional assistant reading instructor who worked under the direction of a classroom teacher to strengthen and enrich children's work in small groups or in an educational situation stressing instruction in basic skills. The aides, assigned to the instruction group on a full workday basis, met the qualifications of a high school diploma and demonstrated skills in reading, writing, speaking, and interpersonal communication. The results of an evaluation conducted after five years of the project revealed that in the first grades, where students had averaged at the twenty-third percentile nationally in reading before the program, students were now scoring above the national mean. In addition, the reading classrooms in the first and second grades were experiencing an 84% time-on-task as compared to the 70% rate reported as excellent in the literature. Process evaluation revealed that the teachers and aides who emphasized small group or individual activities had higher test scores. The evaluation also revealed higher student test scores in classes where teachers and aides took active roles in designing library reading experiences. The five-year project led to a state law that will place reading aides in all the public schools in Mississippi. (HOD)

ED 228 655 CS 207 453

Ellis, W. Geiger, Ed.
The ALAN Review. Spring, 1983.
Assembly on Literature for Adolescents, Athens, GA.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- *Adolescent Literature; *Authors; *English Instruction; *Literary Criticism; *Literature Appreciation; Novels; *Reading Interests; Reading Research; Secondary Education; Teaching Methods
IDENTIFIERS- Neufeld (John); Sebestyen (Ouida)

The articles in this journal issue focus on adolescent literature. In the first article, author John Neufeld discusses how he chooses a particular topic and writes to uncover his own particular bias. The second article discusses the theme of "a price must be paid" in the works of Ouida Sebestyen while the third article presents an interview with Dean Hughes, author of a Missouri history trilogy. The fourth article discusses three major revisions in a college syllabus for the teaching of adolescent literature: an increased emphasis on the study of literature, a revised reading list incorporating several types of adolescent literature, and an indepth examination of the transition theory. The final article reports on a study that examined the reading interests of students in the panhandle of Nebraska. The issue also contains a review of media materials for use in teaching adolescent literature, brief reviews of new books, and the abstract of a dissertation that surveyed the status of the young adult novel in the secondary school English classroom. (HOD)

ED 228 688 EA 015 526

Jones, L. R.
Phases of Recognition and Management of Financial Crisis in Public Organizations.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cost Effectiveness; Decision Making; *Financial Problems; Marketing; *Organizational Change; *Organizational Theories; Personnel Management; Productivity; Program Evaluation; *Public Administration; Public Policy; Reduction in Force; *Retrenchment
IDENTIFIERS- *Public Sector

Based in part on interviews conducted in 32 municipalities, this paper is intended to provide information to public managers, policy analysts, and others on methods for improving the management of retrenchment. A model summarizes how public organizations recognize and attempt to manage financial crises and prolonged financial stress. Some cutback management options are presented, and an approach for assessing the severity of financial crises and strategies is provided. Among the issues and management apppoaches analyzed are program reduction and termination costs and benefits, planning, evaluation and participation, centralization of decision-making, and improving public-sector marketing. General conclusions drawn are that (1) greater investment in market research and marketing is needed in the public sector, (2) financial crises must be adjusted to and managed cognizant of the rigidities and constraints that characterize bureaucratic organizations, and (3) inability to adapt to environmental change and new social conditions reduces the probability of survival for public agencies. (Author/MLF)

Turner, William Lloyd
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools.
PUB DATE- 24 Feb 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Court Litigation; Elementary Secondary Education; *Parochial Schools; *Private Education; Religion; State Church Separation; State Courts; *State Standards; Teacher Certification; Textbook Standards
IDENTIFIERS- *Kentucky v Rudasill; *State Regulation

"Kentucky v. Rudasill" involves state regulation of 22 Christian schools recently established by fundamentalist churches. The schools used the "Accelerated Christian Education" curriculum; the Kentucky Department of Education refused them accreditation because they did not use state-approved textbooks or state-certified teachers. The schools sued, claiming that churches have a right to operate schools free of state regulation. After a circuit court decision favoring the schools, the Kentucky Supreme Court ruled the state could enforce fire, health, and safety regulations and some standardized testing requirements, but could not require use of state-approved teachers and textbooks. The U.S. Supreme Court, without comment, refused to review the decision. "Kentucky v. Rudasill" is one of many recent court and government actions regarding public regulation of nonpublic schools, involving state court decisions, tuition tax credits, and tax exemptions for racially discriminatory schools. The Kentucky decision is different because it forbids state regulation of nonpublic schools beyond certain limits. The decision may apply only to Kentucky, but among its implications are that education may not be a "compelling state interest," definitions of "religion" may become problematic, and it is still unclear whether states may regulate nonpublic education (RW)

ED 228 441 CE 035 571

Wass, Hannelore; Olejnik, Stephen F.
An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Adult Learning; Adult Programs; *Age Differences; *Aging (Individuals); *Cognitive Ability; Educational Research; Evaluation; Literature Reviews; *Memory; Older Adults; Program Development; *Research Problems

The research literature on aging was reviewed to determine findings with direct implications for educational programs for older persons and findings with no direct application but that raise further research questions. The focus was on cognition and learning in later life, predominantly on work published during the past two decades in major professional journals and psychological handbooks on aging or on developmental psychology. Research studies showed age-related cognitive declines. Problems with the studies that investigated cognitive abilities were the research design, the relevance of the tasks that participants were asked to perform, and the emphasis placed on speed in performance-related research. The research literature did not provide a clear answer regarding a decline in learning or remembering information provided through a written prose format. Serious methodological problems limiting the generalizability of the laboratory research were the relevance of the research task, the method used to assess learning and memory, and the readability level of the learning passage versus the participants' reading levels. Overall, the generalizability of the research was extremely limited. It was suggested that laboratory research on cognition and learning be followed by field research assessing learning abilities and cognitive function in the actual educational setting. (YLB)

ED 228 470 CE 035 613

Bushnell, David S.
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
American Vocational Association, Inc., Arlington, Va.
SPONS. AGENCY- Bureau of Occupational and Adult Education (ED), Washington, D.C.
PUB DATE- May 80
CONTRACT- 300-79-0762
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Economic Development; Employment Opportunities; Federal Government; Government Role; Guidelines; Instructor Coordinators; *Job Development; Local Government; Postsecondary Education; *School Role; Secondary Education; State Government; *Teacher Role; *Vocational Education; Vocational Education Teachers

This state-of-the-practice report attempts to clarify the role of vocational education in job creation and development and to illustrate what part vocational educators can and are playing. Following an introduction is a chapter examining how states and local communities have gone about involving vocational education in job creation and development. Three models for implementing or coordinating job creation efforts--single state agency, multi-agency, local development--are described with examples provided. Three statewide and four local vocational education approaches for linking job creation programs with vocational education are briefly sketched and guidelines for other efforts are drawn from the examples provided. Chapter 3 examines the role of vocational education in economic development in both the public and private sector. How federal, state, and local governments have gone about the task of expanding job opportunities is reviewed, partly in terms of classic economic development theory and partly in terms of human resource development strategies. Chapter 4 discusses the role of vocational education planners and coordinators in the job creation effort. Input, process, and output variables are described. The last chapter forecasts the socioeconomic trends of the 1980s and charts the implications of these trends for vocational education and its part in job creation and development. (YLB)

ED 228 482 CE 035 676

Ashmore, M. Catherine; Pritz, Sandra G.

Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business; *Business Administration; *Business Education; Career Choice; *Entrepreneurship; Learning Activities; Secondary Education; *Small Businesses; *Technical Assistance; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on obtaining technical assistance, the fourth in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the ways in which technical assistance can help the entrepreneur; the types of technical assistance needed by entrepreneurs; and sources of technical assistance (business affiliations, business associations, government agencies, educational institutions, professional services, and publications). Included in the lesson are instructional text organized in a question-and-answer format, group and individual learning activities, a case study, and assessment questions. (MN)

ED 228 507 CE 035 701

Ashmore, M. Catherine; Pritz, Sandra G.
Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Agency Role; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; *Compliance (Legal); Educational Resources; *Entrepreneurship; *Federal Regulation; Governance; Learning Activities; Learning Modules; *Local Legislation; Management Games; Managerial Occupations; Postsecondary Education; Public Agencies; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on small business compliance with government regulations, the 10th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify areas of government regulation that should be considered in a business plan and (2) compile a list of appropriate government agencies concerned with regulations, licenses, and permits. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 531 CE 035 725

Ashmore, M. Catherine; Pritz, Sandra G.
Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Bookkeeping; Business Administration; *Business Education; Career Choice; Competency Based Education; *Computer Oriented Programs; *Entrepreneurship; Individualized Instruction; Learning Activities; Learning Modules; Microcomputers; Money Management; Postsecondary Education; *Recordkeeping; Records (Forms); Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on keeping business records, the 15th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Six competencies are dealt with in this instructional unit, including (1) determining who will keep the books for the business and how they will be maintained; (2) describing double-entry bookkeeping; (3) selecting the types of journals and ledgers that one will use in one's business; (4) identifying the types of records one will use in one's business to record sales, cash receipts, cash disbursements, accounts receivable, accounts payable, payroll, petty cash, inventory, budgets, and other items; (5) evaluating one's business records; and (6) identifying how a microcomputer can by used to keep business records. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 5 hours of class time. (YLB)

ED 228 545 CE 035 759

Barton, Stephanie Lang
Serving Adult Learners. Collaborative Approaches in Five Communities.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; Adult Education; *Adult Programs; Adult Students; Articulation (Education); Case Studies; Community Cooperation; *Community Coordination; *Educational Cooperation; *Education Work Relationship; Organizational Objectives; Program Content; Program Descriptions; Program Development; Program Effectiveness; *Program Implementation
IDENTIFIERS- California (Oakland); Massachusetts (Worcester); Oregon (Portland); South Carolina (Charleston); South Dakota (Sioux Falls); *Work Education Councils

This volume contains descriptions of five community work education councils that have broadened their agendas from a focus on youth issues to include serving adult learners by improving adults' access to education and training and by improving the articulation between work and learning institutions that serve adults in the community. Included in the volume are case studies of the following work education councils: The Charleston Trident Work Education Council in Charleston, South Carolina; the Worcester Area Career Education Consortium in Worcester, Massachusetts; the Sioux Falls Area Community Education Work Council in Sioux Falls, South Dakota; the Community Careers Council of Oakland, California; and the Greater Portland Work Education Council in Portland, Oregon. Each case study contains a history of the council that touches upon the following topics: the program setting, project objectives, major project activities, outcomes of the project, and future plans. (MN)

ED 228 592 CG 016 619

Sansone, Carol; And Others
Competence Information and Intrinsic Motivation: A Process Approach.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Need; *Competence; Expectation; *Feedback; High Achievement; High Schools; High School Students; Individual Differences; Low Achievement; Males; Participant Satisfaction; *Performance Factors; Student Motivation
IDENTIFIERS- *Intrinsic Motivation

Competence feedback has been found to increase intrinsic motivation, defined as those behaviors that are motivated by the underlying need for competence and self-determination. In a study investigating competency and intrinsic motivation, 120 high school males received three types of competence information: (1) expectancy (information that they would do better than average); (2) an objective norm for standard performance; and (3) feedback. The information concerned performance on a word game. Pretest information was used to classify students according to achievement orientation and initial interest in the puzzles. A process analysis of the effects of the variables on intrinsic motivation showed that anticipated performance and personal importance were affected by the experimental variables, and in turn affected enjoyment. The direct and mediated effects of the information differed by achievement orientation. Importance mediated enjoyment effects for high achievers, while anticipated performance was critical for low achievers. In general, the results suggest that competence information may not always enhance intrinsic motivation, since the identical competence information was perceived differently by high and low achievers. Importance and anticipated performance appear to be important mediators of the effects of competence information on enjoyment. (JAC)

ED 228 672 CS 504 170

Sherer, Michael D.
The Birth of a Baby: Obscenity or Censorship.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Birth; *Censorship; Content Analysis; Court Litigation; Dissent; Freedom of Speech; Government Role; Local Issues; *Media Research; Moral Issues; Newspapers; *Periodicals; *Photographs; Public Opinion; Standards
IDENTIFIERS- *Life Magazine; Obscenity

This paper discusses the issues involved and presents an overall picture of attempts to censor the April 11, 1938 issue of "Life" magazine featuring a four-page spread of 35 pictures from the film "The Birth of a Baby." It examines contemporary news accounts from newspapers published in New York, Boston, Chicago, St. Louis, New Orleans, and Memphis, where this magazine issue came under fire by local authorities. In addition, the paper discusses the court opinion written when the publisher of "Life" was charged with issuing an "obscene" publication. (HOD)

ED 228 718 EA 015 567

Levin, Benjamin
Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
Peel Board of Education, Mississauga (Ontario).
PUB DATE- Jan 83
AVAILABLE FROM- Publications, Research Unit, Peel Board of Education, 73 King Street West, Mississauga, Ontario, L5B 1H5, Canada (Report No. 0183; $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; *Academic Education; Career Planning; Extracurricular Activities; Foreign Countries; High School Students; Individualized Education Programs; *Integrated Curriculum; Models; Parent Attitudes; Participant Satisfaction; *Program Evaluation; Secondary Education; *Social Integration; Special Education; Student Placement; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Ontario (Peel County)

The integrated model at Westwood Secondary School (Ontario) involves the combination in a single school of vocational programs and regular secondary school programs. The model was implemented in fall 1981 with the entry of vocational students in grades 9 and 10 and will be phased in until all 4 years of vocational programming are offered. Data for the evaluation, collected in spring 1982, include surveys of parents and teaching and support staff; interviews with department heads and groups of students; and reviews of school records in such areas as course offerings, extracurricular participation, course integration, timetable individualization, career orientation opportunities, attendance and attrition rates, and final grades. Five questions form the basis both for the evaluation design and for the structure of this report. They concern how the model has affected: (1) the degree of student integration, both academically and socially; (2) the individualization of programs; (3) the number of course offerings; (4) career orientation; and (5) the satisfaction of students, staff, and parents with the program. (MLF)

ED 228 750 EC 151 086

Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
Cooperative Educational Service Agency 12, Portage, Wis.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 21 Sep 82
GRANT- G008100740
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Disabilities; Early Childhood Education; *Intervention; Material Development; *Models; *Outreach Programs; Preschool Education; Program Descriptions; *Technical Assistance
IDENTIFIERS- *Portage Project

The report summarizes activities and accomplishments of the Portage Project Outreach approach which provides training and technical assistance to Project Outreach approach, which provides training and technical assistance to Portage Project model focuses on early intervention in either home or center-based settings. Following a brief overview of the project, a summary of activities describes accomplishments in awareness, stimulation of services, materials development, and training and technical assistance. Objectives and progress toward the objectives in these four areas and in evaluation are then elaborated upon. Extensive appendixes include sample training and technical assistance agreements; listings on conferences, presentations, workshops, and correspondence; a sample of the model implementation site training process; and a listing of Portage Project model implementation sites. (CL)

ED 228 765 EC 151 611

Vockell, Edward L.; Jacobson, Vivienne
Sources of Information in Learning Disabilities and Special Education Literature.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Learning Disabilities; *Periodicals; *Special Education; Trend Analysis
IDENTIFIERS- *Citation Analysis

Citations from five major journals ("Journal of Learning Disabilities," "Learning Disabilities Quarterly," "Exceptional Children," "Journal of Special Education," and "American Journal of Mental Deficiency") in the field of learning disabilities and special education were examined to determine the nature and age of the sources. Citations were collected according to publication data and nature of the source. Results indicated considerable differences in the sources of information employed by the journals. Journal citations were somewhat more recent than those found in similar and related studies. Overlap and stability patterns suggested that, in general, there was a tendency for each of them to refer to a consistent pool of sources, although this tendency was stronger in "American Journal of Mental Deficiency" and "Learning Disabilities Quarterly" than in the "Journal of Special Education" or "Exceptional Children." (Author/CL)

ED 228 779 EC 151 626

Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.

Solano County School System, Fairfield, Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 82

GRANT- 444AH80144; G007800107

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Developmental Disabilities; *Early Experience; *Handicap Identification; *High Risk Persons; Infants; Parent Attitudes; Preschool Education; Program Evaluation; *Referral; Student Characteristics; *Student Evaluation

IDENTIFIERS- California (Solano County)

The 1980-1981 evaluation report on a Solano County, California, project to serve children (birth to 5 years old) who are handicapped or at high-risk for developmental delay is presented. The project, which provides identification, screening, assessment, and educational/therapeutic services, is examined in terms of five process objectives and six outcome objectives. The process components are as follows: 1) number of children seen, referred, and screened; 2) individualized goals for each child's developmental functioning; 3) individualized staff development goals; 4) parent satisfaction with the program and the services to their child; and 5) referral sources. The six outcome objectives include: 1) referral and screening; 2) special preschool day classes; 3) specialized instructional services to remedy specific problem areas, usually speech and language therapy; 4) special toddler day classes; 5) home program for infants; and 6) high-risk infant longitudinal followup. Information on program participants includes: sex, age, racial/ethnic status, referral sources, and family income. Student scores on specific tests are also provided. A parent survey form and a rating form for long- and short-term objectives are included. (SEW)

ED 228 385 CE 035 122

Lynch, Edward J.
Robotics Technician Training at Macomb Community College.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; *Automation; Curriculum; Educational Equipment; Educational Facilities; *Equipment Maintenance; *Equipment Utilization; Faculty; Job Placement; Program Content; Program Descriptions; *Program Development; Student Certification; Student Recruitment; *Technical Education; Two Year Colleges
IDENTIFIERS- *Industrial Robotics; *Macomb County Community College MI

Approved in 1979, the robotics technician training program at Macomb County Community College (MCC) in Warren (Michigan) provides students with training in hydraulics and electronics as well as with hands-on training in the area of robotics. Furthermore, the program faculty includes individuals with work experience in electronics, fluid power, and robotics, as well as a number of adjunct faculty drawn from the local industrial community. Because MCC is an open door institution, the background of students enrolled in robotics courses ranges from those without a high school diploma to those with masters' degrees. Included among the skill areas addressed by courses in the robotics curriculum are the following: (1) electronics, pneumatics, hydraulics, and mechanics; (2) robotics; and (3) basic skills (English, math, and physics). Because the college maintains contact with a large number of vendors and users of industrial robots, it has managed to place program graduates in positions in the sales and installation of robots, robot maintenance, customer service, testing, and manufacturing. Program completers at MCC meet the certification standards of a number of organizations, including the Society of Mechanical Engineers/Robotics International, The Robotics Institute of America, and the American Fluid Power Association. (MN)

Schoeny, Donna Hager, Ed.; Decker, Larry E., Ed.
Community, Educational, and Social Impact Perspectives.
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED). Community Education Branch.
REPORT NO.- ISBN-0-911525-00-9
PUB DATE- 83
GRANT- G008104713
AVAILABLE FROM- Mid-Atlantic Center for Community Education, School of Education, University of Virginia, 216 Ruffner Hall, 405 Emmet Street, Charlottesville, VA 22903 ($5.95; 10-24 copies, 25% discount; over 24 copies, 40% discount).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Citizen Participation; *Community Education; Coordination; Cost Effectiveness; Cultural Differences; Demography; *Educational Benefits; Educational Cooperation; *Educational Needs; *Educational Objectives; Educational Planning; Human Services; *Outcomes of Education; Politics; Population Trends; Position Papers; School Closing; *School Role; Social Differences; Trend Analysis
IDENTIFIERS- Impact Studies

This volume consists of edited versions of 17 papers and reaction papers that were commissioned to examine the community, educational, and social impact of community education. Various topics pertaining to the impact of community education are examined, including educational programs of students, school closings and shifting populations, the political process and citizen participation, coordination of human services, social issues, and cost effectiveness and efficiency. The following papers are included in the volume: "Changing Concepts of Education: From School System to Educational System," by Mario D. Fantini; "Demographics and Use of Public Facilities," by William De Jong and Dwayne E. Gardner; "Power, Politics, Policy: Perspectives for Community Education," by Edith K. Mosher; "A National Agenda for Community Education," by Samuel Halperin; "Community Education and Turning Point Election Periods," by Laurence Iannaccone; "Achieving Critical Mass in Community Education," by Jule M. Sugarman; "Three Key Measures to Help Reconstruct Education in America," by Amitai Etzioni; "Cultural Diversity and Advanced Technology: A Potentially Symbiotic Relationship in the Context of the Community," by William L. Smith and Helen R. Wiprud; and "Guidelines for Planning Cost Effectiveness Studies in Community Education," by Philip Doughty. Reactions to most of these papers are also included in the volume. (MN)

ED 228 624 CS 007 078

Dewsbury, Alison; And Others
Bridge Reading Handbook.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0255-5
PUB DATE- 83
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 ($12.50 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Child Development; Developmental Disabilities; *Developmental Programs; Early Reading; Illustrations; Learning Disabilities; Prereading Experience; Preschool Education; Program Guides; *Reading Difficulties; Reading Games; *Reading Instruction; *Reading Programs; *Remedial Reading
IDENTIFIERS- *Logographs

The Bridge Reading Program, a developmentally based teaching method that uses logographs, the pairing of words with pictures, for teaching prereading skills as well as the basic concepts of reading in the context of reading itself, is described in this handbook. The first two chapters contain background information, a rationale for the program, and an overview of it. Chapter three covers teaching Bridge reading, including organization of materials, classroom organization, teaching strategies, and the teaching structure of the program. Chapters four and five contain sample lessons covering the 10 levels of the program. Chapter six presents the activities and games used in the program under the headings of language experience activities, comprehension activities, match-to-sample games, and language extension activities. Chapter seven covers the use of the program with the older nonreader, while the final chapter describes how the program can be used for the nonverbal or the severely intellectually handicapped person. (JL)

ED 228 640 CS 207 428

Nicholl, James R.

How Microcomputers May Redefine English Teaching.

PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College English; *Computer Assisted Instruction; Computer Oriented Programs; Computer Programs; *Educational Technology; *Educational Trends; *English Instruction; *Futures (of Society); Higher Education; *Microcomputers; Secondary Education; Technological Advancement

Although the availability, economy, and independence of microcomputers have helped renew interest in computer assisted instruction (CAI) in English, at present there are six things hindering the use of CAI in college-level English: (1) lack of money, (2) educational conservatism, (3) current hardware deficiencies, (4) English techers' lack of interest in and knowledge of computers, (5) lack of knowledge of how people learn, and (6) scarcity of CAI software. But future developments will sweep away these hinderances. By 1992, most teachers and students will have, and will be writing on, microcomputers. Learning centers will have libraries of CAI software. Televised images created by word processing programs will dynamically demonstrate the value of revision. Routine tasks will be handled by computer, allowing teachers extra time to work with students. Microelectronic technology will produce major changes in printed media, and videodisc technology will provide amazing data storage and retrieval capability. Even farther in the future lie new directions in English instruction, such as automated paper grading and other, as yet undiscovered, uses of the computer. (JL)

ED 228 656 CS 207 455

McLeod, Alan M., Ed.
Books Still Worth Reading.
Virginia Association of Teachers of English.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adolescent Literature; Adults; Black Literature; *Books; Childrens Literature; Elementary Secondary Education; English Instruction; *Literature; *Literature Appreciation; Poetry; Reading Instruction; *Reading Interests; *Teaching Methods

The 10 major articles in this special journal issue deal with literary works designated by individual educators as "still worth reading." The works discussed are (1) "Madeline" by L. Bemelmans; (2) "The Assistant" by B. Malamud; (3) "The Pitfalls for Readers of Fiction" by H. Sample, the first of the pamphlet publications by the National Council of Teachers of English; (4) "The Old Man and the Sea" by E. Hemingway; (5) "Emma" by Jane Austen; (6) "Lord Jim" by J. Conrad; (7) "The Gold of Troy: The Story of Heinrick Schleimann and the Buried Cities of Ancient Greece" by R. Payne; (8) The "Scarlet Letter" by N. Hawthorne; (9) "Charlotte's Web" by E. B. White; and (10) "The Rime of the Ancient Mariner" by S. Coleridge. Additional articles discuss literature as period study, black literary classics, choosing books for young adults, literature that teaches about reading, and the reading preferences of adults and adolescents. (FL)

ED 228 735 EA 015 585

Halstead, David; Riden, Ralph
Hudson's Bay High School: A Model for Effective Schools.
Vancouver School District 37, Wash.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Discipline Policy; Educational Objectives; Educational Research; Expectation; Homework; *Improvement Programs; Organizational Objectives; Rewards; School Community Relationship; *School Effectiveness; Secondary Education; Student Motivation; Teacher Attitudes; Teacher Motivation; Teaching Methods; Time on Task
IDENTIFIERS- *Vancouver School District WA

Materials related to Hudson's Bay High School's (Vancouver, Washington) program to improve school effectiveness are presented. On the first page are enumerated six steps that were taken to implement the program, including the administration of an Effective Schools Evaluation Instrument asking faculty to identify needed improvements. Eight teams were designated to develop the eight school effectiveness goals chosen and to suggest ways they could be achieved in the classroom. The second section lists and explains 14 attributes of effective schools. The third section elaborates on the 14 attributes. The fourth section reproduces the Effective Schools Evaluation Instrument in which the 14 attributes are again listed and explained. The fifth section contains the reports of each of the eight committees assigned to develop each goal selected. The eight goals or areas for improvement selected and reported on were high academic learning time, high expectations, order and discipline, monitored homework, community support, clear academic and social behavior goals, variety of teaching topics, and public rewards and incentives. Committee reports include such things as what research says about the goals and specific recommendations for changes in administator and teacher behavior. Presented in the final section is a paper summarizing research about effective schools. (JM)

ED 228 399 CE 035 379

Hilton, Ronald
Humanizing Adult Education Research: Five Stories from the 1930's.
Syracuse Univ., N.Y. Publications Program in Continuing Education.
PUB DATE- 5 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- Adult Dropouts; Adult Education; *Adult Students; *Educational History; Educational Innovation; Extension Education; Females; *Humanization; *Mentors; *Nontraditional Students; Postsecondary Education; Research Methodology; Research Problems; United States History
IDENTIFIERS- *1930s

Taken from the author's doctoral dissertation, this award-winning monograph describes a method for humanizing educational research in adult education and provides five stories of adult education efforts in the 1930's as examples of such research. The method described suggests valuing qualitative data as much as quantitative in the field of history. Suggested ways of gathering such data, from the author's personal experience in researching his dissertation, are: wide reading in the literature of the period, viewing films and reading film criticisms of the era, reviewing histories of the period, researching demographic data, correspondence with adults who had conducted or participated in adult education programs in the decade, and a few interviews. Stories presented in this booklet are the following: (1) the Walter Gumbel-Paul Miller mentor-protege relationship; (2) John Studebaker, Lyman Bryson, Paul Sheats, and the National Public Forums; (3) two "dropouts"--Loren Eisely and Edmund Love; (4) women in adult education in the 1930's; and (5) the Civilian Conservation Corps. (KC)

ED 228 413 CE 035 500

Stevenson, Bill W.; And Others
Improving State Evaluation of Programs and Services for Special Populations in Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- 80
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accessibility (for Disabled); Access to Education; Disabilities; Disadvantaged; Evaluation Criteria; Evaluation Methods; Females; Limited English Speaking; Mainstreaming; Minority Groups; Normalization (Handicapped); Postsecondary Education; Program Effectiveness; *Program Evaluation; Program Implementation; *Program Improvement; Secondary Education; Special Education; *State Programs; Statewide Planning; *Vocational Education; Womens Education
IDENTIFIERS- Alabama; California; Colorado; Connecticut; Maine; *National Center for Research Vocational Education; *Special Needs Groups

This report covers the second year of work by the National Center for Research in Vocational Education in assisting states to increase their ability to evaluate programs and services for special populations. The report also provides information on changes that have occurred in the total evaluation system of the participating states since the start of the project. The project procedure was to determine the extent to which a state was able to provide the necessary information to determine program effectiveness in serving individuals within these special groups identified by the Education Amendments of 1976: disadvantaged persons, handicapped persons, women, minorities, and persons with limited English proficiency. This set of information relates to the accessibility of programs, participation of special population individuals, the additional services provided, and the outcomes achieved. Following this analysis, each state was assisted to develop a plan for correcting the identified weakness and to specify the aid that the National Center team could provide. The publication gives a report on this process and the resultant improvements made in the states. The states aided were Alabama, Colorado, Maine, California, and Connecticut. (KC)

ED 228 496 CE 035 690

Ashmore, M. Catherine; Pritz, Sandra G.
Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; *Crime Prevention; Definitions; *Entrepreneurship; *Insurance; Learning Activities; Risk; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on protecting a business, the 18th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the most common types of business crime, other types of risk faced by entrepreneurs, the need for protection against such risks, and the things that entrepreneurs can do to protect themselves against risks and the losses they may cause. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 561 CG 016 587

Drummond, Robert J.
Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981.
SPONS. AGENCY- Maine Univ., Orono. Coll. of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Change Strategies; *Counseling Effectiveness; *Counseling Techniques; Counseling Theories; Counselor Attitudes; *Delinquent Rehabilitation; Inservice Education; Locus of Control; *Program Effectiveness; Secondary Education; Staff Development; Youth Problems
IDENTIFIERS- Maine Youth Center; *Reality Therapy

Reality Therapy was adopted as the treatment modality to be used with youths at the Maine Youth Center, the only juvenile correctional facility in the state. To evaluate the effectiveness of the program, staff members completed a series of self-report instruments and gathered demographic and attitude data three times during a 2-year period in 1980-81. There were 58 respondents during the summer of 1980, 106 in the winter of 1980, and 72 in the spring 1981 survey. Administrative, teaching, cottage, and treatment personnel were included. Results showed that overall, staff evaluations of Reality Therapy were positive and showed improvement from winter 1980 to spring 1981. The highest degree of success was reported on "not accepting excuses" followed by "being persistent." Getting youths to make a commitment to change was the hardest dimension to implement successfully. A set of 14 tables is included which details the survey results. The three appendices present verbatim staff comments on Reality Therapy techniques that worked well and those that did not work, as well as ways in which the Maine staff used Reality Therapy. A bibliography is also included. (JAC)

ED 228 577 CG 016 603

Mitchell, Roger E.; Hodson, Christine A.
Battered Women: The Relationship of Stress, Support and Coping to Adjustment.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); *Battered Women; *Coping; Depression (Psychology); Helplessness; Individual Development; Institutional Role; *Psychological Patterns; Self Esteem; *Social Support Groups; *Stress Variables; Violence

Recent research on domestic violence has sought to provide insight into the psychological consequences of such violence. A conceptual framework, which suggests that both situational and person-centered factors contribute to adjustment to violence and affect a woman's personal and social resources, was formulated to examine the impact of stress, personal resources, social support, institutional responsiveness, and coping upon the psychological health of battered women. Women (N=60) completed questionnaires within a week of their arrival at a shelter for battered women. Analyses of results indicated that increased levels of violence, minimal personal resources, lack of institutional and informal social support, and greater avoidant coping styles were related to lowered self-esteem and more severe depressive symptoms. The results suggest that stress, level of violence, and personal resources may have indirect effects upon functioning through their impact on coping responses and the availability of social support. The findings also suggest that women with fewer social contacts unaccompanied by their partner are less likely to receive supportive responses from friends. (PAS)

ED 228 673 CS 504 172

Shapiro, Mitchell E.; Williams, Wenmouth, Jr.
Agenda Setting in the 1982 Illinois Gubernatorial Campaign.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Mass Media Effects; Media Research; *News Media; *News Reporting; *Political Issues; Politics; Research Methodology
IDENTIFIERS- *Agenda Setting; Illinois; Political Campaigns

Researchers have put forth the idea that the mass media have an "agenda setting" function, that the more coverage an issue receives, the more important the public perceives that issue to be. A study tested the hypothesis that the campaign agenda presented by the media would have a stronger agenda setting effect than the aggregate media agenda during the 1982 Illinois gubernatorial campaign. Four separate agendas were examined: (1) aggregate newspaper, (2) campaign, (3) editorial, and (4) public. Results showed that the campaign agenda was significantly correlated with the aggregate agenda and the editorial agenda, though the aggregate agenda and the editorial agenda were not significantly correlated. Both the campaign agenda and the editorial agenda had stronger agenda setting effect than did the aggregate agenda. Agendas also differed as they were linked to the candidates. The results suggest that the agenda setting effect could be enhanced if the media devoted more attention to the obvious linkages between important issues and the campaign. (JL)

ED 228 689 EA 015 528

Rebuilding Education to Make It Work. Report.
Citizens League, Minneapolis, Minn.
PUB DATE- 4 May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Change Strategies; Computer Oriented Programs; Delivery Systems; *Educational Assessment; *Educational Change; Educational Innovation; Educational Needs; *Educational Technology; Educational Vouchers; Elementary Secondary Education; Microcomputers; Public Schools; Resource Allocation; *School Based Management; *School Choice; Tax Credits
IDENTIFIERS- *Minnesota

Minnesota's public educational system must be rebuilt in order to educate students for the complex and technological future, according to a committee of Citizens League members that met 42 times over 13 months with numerous educational observers and participants. The new educational structure should give parents more choices--with public dollars--about which schools or services to use; place more authority at the individual school; remove artificial barriers to excellence; and encouage innovation, competition, and entrepreneurship. Decentralization should be pursued to achieve a separation of policy and production; to give school-level professionals more control; and to assist schools in becoming different from each other, thus increasing diversity and choice. The business community is asked to promote innovation of educatiOn products and services and to create a for-profit venture capital fund dedicated to innovative educational enterprises. However, two members of the league's Board of Directors filed dissenting opinions that object to the use of vouchers as an acceptable way to achieve reform and express grave doubt that a market approach to education will address serious isses of equity. (MLF)

ED 228 751 EC 151 087

Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982.

Children's Hospital Medical Center of Northern California, Oakland.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 30 Jul 82

GRANT- G008000195

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Developmental Disabilities; *High Risk Persons; *Hospitals; *Infants; *Intervention; Medical Services; Nurses; *Parent Education; Parent Role

IDENTIFIERS- *Intensive Care Units

The report details accomplishments in the second year of a project serving 136 infants thought to be at high risk for developmental disabilities because of prematurity and serious illness. The project features a developmental intervention begun in the intensive care nursery (ICN) and continued in the infant's home during the first year of life. A summary of accomplishments for the year cites establishment of a parent support group and adoption of a new assessment instrument for premature infants. Each of nine project objectives is then addressed in terms of activities and accomplishments as well as slippages or modifications of objectives. The objectives include providing individualized programs of developmental care and therapy, educating and involving ICN nurses in developmental therapy, educating and involving parents, providing followup from ICN to secondary care nurseries, preparing a handbook about developmental therapy for parents, preparing a training manual for parent educators, and demonstrating the effectiveness of the ICN developmental therapy program in obtaining continued funding. Appended material includes samples of infant assessment and parent questionnaires. (CL)

ED 228 428 CE 035 531

Tibbetts, John W.; Westby-Gibson, Dorothy

Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.

San Francisco State Univ., Calif.

SPONS. AGENCY- American Council of Life Insurance, Washington, D.C.

PUB DATE- 82

AVAILABLE FROM- Order Entry Department, American Council of Life Insurance, 1850 K Street, NW, Washington, DC 20006 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTIONS- *Adult Basic Education; Adult Education; Annotated Bibliographies; Competency Based Education; *Cultural Differences; Cultural Pluralism; Educational Planning; Educational Resources; *English (Second Language); Faculty Development; Learning Activities; Learning Modules; Minority Groups; Models; *Money Management; Pretests Posttests; *Staff Development; *Teacher Workshops; Teaching Methods

Designed primarily for administrators, staff developers, counselors, and teachers of adult basic education (ABE) and English as a second language (ESL), this book provides resources for a staff development program for trainers of ABE and ESL teachers. There are four sections. The staff development manual provides a procedure for introducing teachers to the relationships between cultural patterns and financial practices. A series of four staff development workshops are detailed with all necessary handouts and activities provided. Listings of references are appended. The next section, "Planning Staff Development Workshops: A Process Model," provides the concepts and processes upon which the workshop program is built. It informs the workshop leader of the steps necessary for the delivery of effective staff development workshops. The Resource Data Manual provides selected research data about the relationship of financial planning to cultural diversity. All data are referenced. (References appear at the end of the section.) The teacher's manual, containing resources for ABE teachers, is divided into three parts: a process approach for teaching multicultural ABE/ESL students, three complete curriculum modules (each containing objectives, classroom strategies, pre- and posttests, and handouts), and an annotated student reference section. Teacher resources are also cited. (YLB)

ED 228 442 CE 035 572

Brabeck, Mary M.
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Development; Aging (Individuals); *College Students; Data Analysis; Data Collection; Higher Education; *Intellectual Development; *Longitudinal Studies; Models; Research Methodology; *Research Needs; *Research Problems; State of the Art Reviews
IDENTIFIERS- *Reflective Judgment Model

Current theories of intellectual development claim that such development proceeds through invariant sequences of increasingly more adequate cognitive structures. According to the two dominant theories on changes in intellectual functioning during adulthood, intellectual development is essentially accomplished by adolescence, although sharpening and application of these abilities and skills continues in new content areas. The longitudinal approach required for such research, however, suffers from a number of unique methodological difficulties. For instance, the longitudinal approach tends to confuse individual change with historical change and is particularly prone to sampling bias. An examination of longitudinal studies dealing with sequences of intellectual development during the college years reveals a number of methods that life-span developmental theorists have developed to deal with the methodological difficulties of age-change research. Included among these are the cross-sectional sequence, the time-lag sequential, and the longtudinal-sequential methods. Another approach, the Reflective Judgment (RJ) Model presents seven stages of intellectual development that reflect different assumptions about knowledge and reality that underlie different ways in which beliefs are justified. Three studies that follow this model support the claim that the RJ level increases with education and that intellectual development in the college years follows a predicted sequence. (MN)

ED 228 471 CE 035 620

Abram, Robert; And Others
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD232--$6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advisory Committees; Automation; Computer Graphics; Computer Oriented Programs; Computers; *Computer Science; Design; Educational Planning; Engineering Drawing; Guidelines; *Long Range Planning; Manufacturing; Paraprofessional Personnel; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; *Technical Education; Technical Occupations; *Technological Advancement; Two Year Colleges
IDENTIFIERS- Computer Assisted Design; Computer Assisted Manufacturing; *High Technology; Robotics

This planning guide is one of three that addresses the concerns of postsecondary college administrators and planners regarding the planning and implementation of technician training programs in high technology areas. It specifically focuses on a 30-step planning process that is generalizable to various high technology areas. (The other two documents address computer-aided design and robotics programs.) Contents are divided into three parts. The first part reviews the problem, objectives, methods, and outcomes of the project. Preplanning for long-range activities is discussed in part 2. Fourteen questions are answered that have been identified as being important to answer before identifying members to serve on an advisory council or attempting to implement high technology training programs. Part 3 presents the 30 steps of a 2-year planning process for high technology training programs. The 30 steps are grouped into 5 major phases of activity including long-range planning, program planning, development, implementation, and evaluation and refinement. Each step or activity is discussed in detail, along with lists of "do's and don'ts." Appendixes are a compilation of site visits by project staff and a publication on the Develop a Curriculum (DACUM) process. (YLB)

ED 228 483 CE 035 677

Ashmore, M. Catherine; Pritz, Sandra G.
Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Business; *Business Administration; *Business Education; Career Choice; Cooperatives; Definitions; *Entrepreneurship; Learning Activities; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- Corporations; Franchising; *Ownership; Partnerships; *Program for Acquiring Competence Entrepreneurship; Sole Proprietorships

This lesson on choosing the type of ownership, the fifth in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: sole proprietorships, partnerships, corporations, and franchises; local examples of each type of business ownership; and the advantages and disadvantages of each type of ownership. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, and assessment questions. (MN)

ED 228 519 CE 035 713

Ashmore, M. Catherine; Pritz, Sandra G.
Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Entrepreneurship; Learning Activities; *Planning; Postsecondary Education; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on developing business plans, the third of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Three competencies are dealt with in this instructional unit, including (1) identifying how business plans help the entrepreneur, (2) recognizing how business plans should be organized, and (3) identifying and using mechanics for developing business plans. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 546 CE 035 769

Polson, Martha C.; And Others
Resource Allocation in Cerebral Specialization. Final Report.
Colorado Univ., Boulder. Inst. of Cognitive Science.
SPONS. AGENCY- Air Force Office of Scientific Research, Arlington, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Apr 83
CONTRACT- N00014-79-C-0679
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cerebral Dominance; *Cognitive Processes; Lateral Dominance; Memory; *Neurological Organization; *Perceptual Development; *Psychomotor Skills; Visualization
IDENTIFIERS- Brain Functions; *Brain Hemispheres; Brain Research

A study involved the development and testing of a theoretical framework of cerebral specialization in which each hemisphere of the brain is viewed as an independent information processing system. During the study, four sets of experiments were conducted. These involved behavioral as well as electrophysiological measures. According to the researchers' model, any given set of tasks can overlap partially, completely, or not at all in terms of the resources required from a particular hemisphere. Among the conclusions reached during the study were the following: (1) data from the experiments support the idea that there are at least two types of resource supplies that are associated with processing in the left or right hemispheres; (2) the resource supplies of the left and right hemispheres are independent and have implications for both cerebral specialization and divided attention issues; and (3) according to data from the electrophysiological experiments, gender seems to play an important role in the organization and utilization of cerebral resources. (MN)

ED 228 593 CG 016 620

Wolfe, Vicky V.; Wolfe, David A.
A Survey of Parent/Child Assessment Practices in Applied Settings.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; Behavior Change; *Behavior Problems; Cost Effectiveness; Counseling Effectiveness; Counseling Techniques; Counselor Attitudes; Data Collection; *Evaluation Methods; *Family Problems; *Informal Assessment; *Observation; Parent Child Relationship
IDENTIFIERS- *Community Mental Health Centers

The importance of systematic assessment of target behavior in the development of an assessment strategy for children is the cornerstone by which many parent-mediated interventions are conducted. To determine current practices of parent/child assessment and evaluation of treatment, directors of 112 community mental health clinics were surveyed. They rated the frequency of use of various assessment procedures, and compared systematic observation (defined as recordings of target behavior during parent-child interation) with other current assessment methods. Results indicated that informal and unsystematic methods of assessment, i.e., case notes, informal clinic observation and verbal or written reports by others, are the most commonly used. Systematic observation was judged to have a moderate advantage over other methods, especially the provision of clear directions for treatment and usefulness with children below age five, but was found to be least cost effective. Behavioral observation procedures currently have limited utility in applied settings, even though the data would be useful. (JAC)

ED 228 609 CS 007 056

Gottfredson, Linda S.; And Others
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSOS-R-334
PUB DATE- Mar 83
GRANT- NICHD-00486; NIE-G-80-0013
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adults; Demography; *Dyslexia; *Employment Patterns; *Males; *Occupational Surveys; *Outcomes of Education; Reading Difficulties; Reading Research; Success
IDENTIFIERS- Gow School NY

Several hundred men who were dyslexic as high school students, and for whom considerable early test data were available, were surveyed as adults. Subjects included alumni from 1940 through 1977 of the Gow School, a private secondary school for dyslexic boys. Their occupations were compared to those of a control group, the fathers of both groups, and to some extent, to the jobs of men in the general United States population. Data on social background, educational performance, degree level, and intelligence, as well as on severity of reading disability itself, allowed an assessment of the degree to which dyslexia affects a man's occupational success. Among the findings were: (1) the Gow men were quite successful on the average, more successful than the average man--over 80% had white collar jobs and over 60% were professionals or managers; (2) their jobs were not as high level on the average, however, as those of their fathers or of the control men; (3) when Gow men are professionals, they are rarely lawyers or physicians, the two professional jobs that are most common among both their fathers and the control men; (4) when Gow men are managers, they are more often vice presidents, or chief executive officers than are the control men; (5) Gow men obtain considerably less education than do the control men; (6) these differences in education are associated with much of the difference in occupations between the Gow and the control men; (7) dyslexia appears to influence educational level by affecting reading comprehension and grades obtained in school; and (8) much of the variation in educational performance and degree level among the Gow men themselves is not explained by dyslexia. (HOD)

ED 228 704 EA 015 552

Hoachlander, E. Gareth; Choy, Susan P.
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- Evaluation and Training Inst., Los Angeles, Calif.
PUB DATE- 10 May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cost Effectiveness; Costs; Educational Equity (Finance); Elementary Secondary Education; Ethnic Distribution; *Expenditure Per Student; Political Power; Program Implementation; Racial Distribution; *School District Reorganization; *School District Size; *School District Spending; School Size; State Aid; Tables (Data)
IDENTIFIERS- *Los Angeles Unified School District CA

To examine the fiscal implications of reorganizing the Los Angeles (California) Unified School District (LAUSD) into smaller, independent districts, researchers compared LAUSD revenues and expenditures with those of the balance of the state and analyzed differences in expenditures per student within LAUSD. This report on their evaluation is organized into four parts. Part 1 analyzes the fiscal rationales in favor of redistricting. It tests whether LAUSD's political power brings it a disproportionate share of state K-12 funding and also examines efficiency issues, involving optimal district size, school underutilization and overcrowding, administration, and management and information systems. Part 2 looks at such reorganization implications as the distribution of assets, liabilities, and categorical and base revenues, and the costs of transition planning and implementation. LAUSD expenditure patterns are investigated in part 3, including geographic differences in expenditure variations, redistricting's effects on interdistrict inequalities, and the racial and ethnic implications of redistricting. Part 4 presents the researchers' conclusions; among them are that LAUSD operates as efficiently as other California districts and does not get a disproportionate share of state revenues and that there are large differences in expenditure per student within LAUSD, mainly attributable to difference in school size. (RW)

ED 228 719 EA 015 568

Costigan, T.; And Others
Evaluation of Integrated Model: Westwood Secondary School. Report.
Peel Board of Education, Mississauga (Ontario).
PUB DATE- Jan 83
AVAILABLE FROM- Publications, Research Unit, Peel Board of Education, 73 King Street West, Mississauga, Ontario, L5B 1H5, Canada (#3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; *Academic Education; Career Planning; Extracurricular Activities; Foreign Countries; High School Students; Individualized Education Programs; *Integrated Curriculum; Models; Parent Attitudes; Participant Satisfaction; *Program Evaluation; Secondary Education; *Social Integration; Special Education; Student Placement; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Ontario (Peel County)

Westwood Secondary School (Ontario) has integrated two grades of vocational students with regular secondary students in one school. A summary of findings from surveys and student records indicates that students in the vocational program are integrated with the other students to a considerable extent. At least one regular course is being taken by 45 percent of the grade 9 and 74 percent of the grade 10 vocational education students. Participation of vocational students in extracurricular activities is higher than would normally be expected. There are individualized education programs for each student, and the school offers a range of courses comparable to or better than other vocational or secondary schools. It is too early in the development of the model to assess the extent of career orientation programs. Students' attitudes toward the school are a mix of positive and negative. Staff members are satisfied, though not in the areas of discipline and student behavior. Finally, parents indicate a high degree of satisfaction. (MLF)

ED 228 766 EC 151 612

Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- California State Dept. of Rehabilitation, Sacramento.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Developmental Disabilities; *Educational Needs; Elementary Secondary Education; Evaluation Methods; *Needs Assessment; *Parent Attitudes; Parent Role; *Spanish Speaking; *Vocational Education

The two documents describe California's efforts to collect information on the needs of Spanish speaking parents of developmentally disabled children. Fiesta Educativa was the name of a conference offering workshops and exhibits to more than 1,000 parents and professionals. During the Third Annual Fiesta, information was collected via questionnaires, small group discussions, and discussion booths. A final report focuses on the information gathering approach, with separate sections on methodology, results, and discussion. The development of instruments, training of interviewers, and analysis of data from the Fiesta Educativa are summarized. Results are presented according to parent information, vocational education and services, and professional information. Parent information focuses on child's age, sex, and disability; parent's perception of disability; services provided; family factors; parent training and involvement in child's special education; and parental needs, problems, and suggestions. Cross tabulation of the data reveals that parents' concerns were affected by child's age. Results on the topic of vocational education identify parents' concerns (such as lack of information about services and cultural considerations in vocational programs). Professional information deals with work settings, client age, and views of parent needs (such as more bilingual foster and respite care). Both parents and professionals pinpoint language barriers and inadequate information as central problems. A discussion section considers advantages and disadvantages of the data collection approaches. Among four appendixes are guidelines for discussion group leaders and recorders and sample parent and professional questionnaires. (CL)

ED 228 780 EC 151 627

Cone, John D.

A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Nov 82
GRANT- G007900512
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Curriculum Development; Delivery Systems; *Demonstration Programs; *Disabilities; Educational Administration; Information Dissemination; *Objectives; Parent Participation; Preschool Education; Program Descriptions; *Rural Education; Sensory Training; Staff Development
IDENTIFIERS- *Handicapped Childrens Early Education Program

The document contains the final report of a model educational program for handicapped preschoolers in Preston County (West Virginia). Section I offers the history of the project and background information on the geographic location, operating characteristics, children served, and staffing pattern. Section II outlines the original project objectives while section III covers the objectives accomplished in the following areas: services for children, services for parents, staff development, demonstration/dissemination, and administration/management/evaluation. A final section reviews findings and recommendations. It is noted that data show statistically significant growth in most areas assessed; that products revised and/or developed include a revision of the West Virginia Assessment and Tracking System (WVAATS), curricular materials, and a measure of parental involvement; and that standard program efficiency information would be useful to distribute among project directors. Appendixes make up half the document and include a copy of the WVAATS; sample curriculums in visual, auditory, and tactile responsiveness; a parent needs assessment survey form and a parent/family involvement index; an outline of a model for parental involvement in the special education program; the text of a slide-tape show; sample newspaper articles; and a paper on conrolled evaluation of instruction methods. (SW)

ED 228 386 CE 035 182

Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 81
AVAILABLE FROM- UNIPUB, Box 433 Murray Hill Station, New York, NY 10016 (Set of four, Order No. 0521 UB95--$21.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Adult Literacy; Adult Programs; *Curriculum Development; Curriculum Evaluation; Developing Nations; *Faculty Development; *Foreign Countries; Instructional Materials; *Literacy Education; Material Development
IDENTIFIERS- *Asia; *Pacific Region

This monograph, one of four in a series, contains material on a particular aspect of literacy training. Developed from reports, papers, and case studies from the Regional Literacy Workshop (November 29-December 20, 1979) held in Udaipur, India, the monographs are suggested for use in training programs for literacy personnel as background materials, an exercise in materials production, or a course of lectures. This first monograph is divided into two parts. The first part is a brief report of the proceedings of the workshop on the development of curricular, motivational, instructional, and followup materials, including those for the media. Objectives of the workshop are outlined, workshop activities are summarized, and elements considered essential for developing curricula are listed. Part B deals with some of the techniques and methodologies of curriculum construction employed by several countries in the region and attempted elsewhere. This is followed by the discovery procedures engaged in during the Udaipur exercise during which workshop participants went to rural areas and discovered for themselves the procedures for constructing curricula and sample materials. Strategies are suggested for translating the sample curricula into different source materials--motivational, instructional, and followup. A final section covers curriculum evaluation and revision. (YLB)

ED 228 508 CE 035 702

Ashmore, M. Catherine; Pritz, Sandra G.
Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; *Decision Making; Decision Making Skills; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; *Organizational Development; Planning; Postsecondary Education; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship; Time Management

This unit on managing a small business, the 11th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) use the decision-making process to make business decisions, (2) identify steps in the planning process, (3) identify organizational tools for a small business, (4) identify control procedures that can be used by a business, and (5) identify time management techniques. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 532 CE 035 726

Ashmore, M. Catherine; Pritz, Sandra G.
Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; Computer Oriented Programs; Costs; *Entrepreneurship; Individualized Instruction; Learning Activities; Learning Modules; Microcomputers; *Money Management; Postsecondary Education; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Balance Sheet Technique; *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on managing finances, the 16th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Ten competencies are dealt with in this instructional unit, including (1) explaining the importance of cash flow management, (2) identifying financial control procedures, (3) describing how to find cash flow patterns, (4) analyzing trouble spots in financial management, (5) describing how to prepare an owner's equity financial statement, (6) describing how to compute various financial ratios, (7) analyzing financial management ratios applicable to small businesses, (8) identifying the components of break-even analysis, (9) computing and analyzing break-even point problems, and (10) reviewing microcomputer applications for financial management. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 625 CS 007 079

McKibben, Mary Lou
Listening Instruction: How It Improves College Reading.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Freshmen; Higher Education; *Learning Activities; *Listening Comprehension; *Listening Skills; Reading Centers; Resource Centers; *Study Skills; *Teaching Methods

In order to include listening training as part of a one credit, one-year study skills course, freshmen students in the college of basic studies of the University of Hartford (Connecticut) are given 12 weeks of listening exercises. The focus of each of the 12 weeks is as follows: Week 1--interviews about studying; Week 2--identifying good and poor listeners and rating self as a listener; Week 3--self analysis of listening strengths and weaknesses; Week 4-- listening and looking for voice, visual, and verbal cues; Week 5--listening problem checklist; Week 6--positive and negative listening responses; Week 7--attention habits log; Week 8--listening to 10 important people; Week 9--listening trouble-shooting; Week 10--an indepth analysis of a listening situation; Week 11--listening notebook analysis; and Week 12--listening to solve problems. Throughout the 12 weeks, students are asked to keep a listening notebook and to include all their responses in this format. After becoming aware of their listening problems, students define their goals operationally and specifically; monitor their attitudes, skills, and behaviors; and reward themselves for achieving their listening goals. (Appendixes include exercises for each of the 12 weeks and a selected listening bibliography intended for college reading/learning specialists). (HOD)

ED 228 657 CS 207 457

Reed, W. Michael; And Others

The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aptitude; Females; High Schools; *Knowledge Level; Males; Secondary School Students; *Sex Differences; *Writing Apprehension; *Writing Instruction; Writing Processes; *Writing Research; *Writing Skills

A study investigated the effects that writing skills, sex, preparation, and knowledge of the composing process have on writing apprehension. Subjects were 42 male and 42 female high school seniors from rural or small city schools who were considered by their English teachers to be average or above average students. In addition to indicating sex and level of preparation in writing, each subject completed instruments designed to measure writing skills, writing apprehension, and knowledge of the composing process. Results showed that writers with more writing skills were less apprehensive about writing than were students with fewer skills.

Other findings showed that the instrument designed to measure knowledge of the composing process was not reliable for females; that contrary to previous findings, males were not more apprehensive than females; and that the number of writing courses a student had taken had a positive relationship with apprehension, with those students taking more courses tending to be more apprehensive than those with fewer courses. (Author/FL)

ED 228 674 CS 504 174

West, Judy Ferguson

Recent Federal Legislation Added Listening as a Determinant of Literacy: Educators Must Provide Listening Instruction.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Communication Skills; Elementary Secondary Education; *Federal Legislation; Guidelines; Higher Education; *Industrial Training; *Listening Comprehension; *Listening Skills; *Minimum Competencies; State Action

Listening skills are the most used and least taught of the communication skills. However, in 1978 the United States federal government, through the Elementary and Secondary Education Act, added listening and speaking to reading, writing, and arithmetic as determinants of literacy and needed basic competencies. Through the 1978 legislation, funds have been directed to states to develop programs in listening and speech, as well as in more traditional basic skills. Also, the number of universities offering separate listening courses has increased in response to demands from the business and professional community. Within recent years, several corporations, realizing the importance of effective listening, have provided formal training programs in listening. Communication authorities cite five purposes of effective listening: appreciative, discrimination, comprehensive, therapeutic, and critical. Eight factors critical to one's listening ability include willingness, attention, reception, concentration, perception, nonverbal, value moment, and feedback. Guidelines pertinent to improving listening skills can be classified as those more applicable to speakers than to the listeners, those more applicable to the listeners than to the speakers, and those applicable to speakers and listeners simultaneously. (HOD)

ED 228 562 CG 016 588

Drummond, Robert J.
Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982.
SPONS. AGENCY- Maine Univ., Orono. Coll. of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Attitude Measures; Behavior Change; *Counseling Effectiveness; *Counseling Techniques; *Delinquent Rehabilitation; Interpersonal Relationship; *Program Effectiveness; Psychological Needs; Secondary Education; Sex Differences; Youth Problems
IDENTIFIERS- Maine Youth Center; *Reality Therapy

The Maine Youth Center was established to rehabilitate juvenile offenders. The primary treatment philosophy at the Center is Reality Therapy, which stresses that individuals are responsible for their own behavior. To test the effectiveness of the therapy, major assessments of the youths were conducted at 6-month intervals in 1980 and 1981. The youths (N=229) completed five to seven instruments each testing period gathering demographic and attitude data. Analyses of results from the fourth assessment period indicated differences by sex and cottage with special units showing the lowest mean self-concept scores. Although there were no significant differences in self-concept or locus of control over the four time periods, the female unit tended to have residents who were more externally oriented. Overall, the youths tended to have a strong desire for contact with people. Perceptions of the correctional environment changed over time with the youths tending to perceive the program as being more practically oriented and the staff as more supportive. A series of 13 tables is included which presents survey results for all four assessment periods. (JAC)

ED 228 641 CS 207 429

Coney, Mary B.
The Implied Author in Technical Discourse.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Authors; Discourse Analysis; *Literary Devices; *Technical Writing; *Verbal Communication
IDENTIFIERS- *Implied Authors

The concept of the "implied author" often used in literary studies suggests that the requirements of the text demand a being different in significant ways from the actual author. A number of frequently occurring situations indicate that the same concept may be relevant in technical writing: multiple authorship, single-authored texts using the first person plural pronoun, the necessity to change "voices" for different audiences, and so on. The rhetorical and linguistic conventions of the implied author are intended to sustain the truth claims of the actual author. Verbal messages almost always fulfill more than one function, and the implied author shifts the linguistic hierarchy in favor of one or more of these functions and away from others. The implied author is valuable to technical discourse, for without such a rhetorical voice, authors would have no filter, no selective device, to shape the language in the text for a reader. (JL)

ED 228 690 EA 015 529

A Policy and Administrative Procedure for Reduction in Force, Adopted June 11, 1979.

DeKalb County Board of Education, Decatur, Ga.

PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Administrative Policy; *Dismissal (Personnel); Elementary Secondary Education; Leaves of Absence; *Personnel Policy; *Reduction in Force; Retrenchment; School Districts; *Teacher Dismissal
IDENTIFIERS- *DeKalb School District GA

Reduction in force actions in the DeKalb County (Georgia) School System are to be based on position classifications, Equal Employment Opportunity Commission classifications, lengths of continuous service, and certification, if applicable. The procedures, adopted in June 1979, establish the initial determination of surplus personnel, the identification of tentative surplus personnel, and three phases of reduction in force: personnel without displacement opportunities, those with less than 3 complete academic years of service, and those with 3 or more complete academic years of service. Topics covered include consideration of personnel on leaves of absence, disposition of surplus contractual and auxiliary personnel, advance notification of reduction in force actions, separation notices, insurance while on leave of absence, other employment, recall, certification classifications, and appeals. (MLF)

ED 228 736 EA 015 586

Kley, Raymond C.; Glaser, Roberta E.
Public Law 94-142: How to Keep the Ball In Your Court and Out of the Law Court.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; *Compliance (Legal); *Court Litigation; *Disabilities; Elementary Secondary Education; Legal Problems; Program Implementation
IDENTIFIERS- *Education for All Handicapped Children Act

This presentation was meant to identify for principals some of the issues surrounding the education of the handicapped by the use of questions and answers that include citations of selected federal court cases. Issues discussed include history of the education of the handicapped, problems related to handicapped student identification and testing of the handicapped, explanation of terms related to education of the handicapped and terms used in P.L. 94-142, cost of educating the handicapped, the roles of all those involved in education of the handicapped, communication between those responsible for designing programs for the handicapped (such as teachers or principals) and those responsible for the school budget, possible causes for future court cases, and other areas of concern. The author concludes that education of the handicapped can be accomplished economically if boards of education and professional staff members have a deep commitment to such a program supported by written plans for implementation. Included is a handout describing the superintendent's and the principal's responsibilities in education of the handicapped. (JM)

ED 228 400 CE 035 397

Piland, William E.
Illinois Alternative Schools and the Employment and Training Community.

Lake County Coll., Grayslake, Ill.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Competence; Education Work Relationship; *Employer Attitudes; Employment Potential; Job Skills; *Job Training; *Models; *Nontraditional Education; Program Development; *School Role; Secondary Education; Vocational Education
IDENTIFIERS- *Illinois

Alternative schools in public school districts and private institutions offer a choice of more than one educational option to students. These schools usually have some of the following characteristics: voluntary participation, distinctiveness, nonexclusiveness, comprehensive objectives, and a supportive learning environment. Instructional styles include Montessori, open classroom, behavior modification, and individualized instruction; their curriculums offer programs such as environmental education, performing arts, international studies, and career education. Clients served by alternative schools include students who are dropouts, come from multicultural backgrounds, are highly motivated, or are pregnant. Although they may offer innovative types of education, alternative schools must also provide their students with the basics and protect them from being penalized for attending such a program. In Illinois, the role of alternative schools in employment and training efforts is limited; however, these schools, because they are typically small and flexible, could offer more employment-related training for their students. Employer surveys have suggested competencies related to employment and training needs that alternative schools should provide (list included in report). The balance of the report suggests ways to work with alternative schools to prepare students for work, and profiles the efforts of five alternative high schools throughout Illinois. (KC)

Gansneder, Bruce M.; And Others
Factors Influencing Pursuit of the Bachelor's Degree by Police Officers.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Adult Education; *Bachelors Degrees; Educational Research; *Enrollment Influences; Goal Orientation; Higher Education; *Individual Characteristics; National Surveys; *Police; Student Characteristics; *Student Educational Objectives; Student Motivation

The purpose of this study was to determine whether it was possible to discriminate on the basis of personal/demographic, professional, and motivational factors among police officers (1) who were pursuing bachelors degrees, (2) who indicated they wanted to get a degree but were not pursuing it, and (3) who indicated they did not want a degree. Data were collected from 2,461 officers in 283 police departments through a national survey. A discriminant analysis of the data revealed that individuals not desiring a college degree were older, had more experience in law enforcement, and perceived college not as important to them either personally or professionally. Those desiring a degree or pursuing a college education were younger, had fewer years in law enforcement, and felt a college degree was important to them personally and professionally. Those who planned a degree but were not pursuing it were more career oriented than the degree pursuers and agreed cost and convenience were important factors influencing whether they would complete the degree. The degree pursuers were more oriented toward leaving law enforcement than individuals not attending college and did not believe cost or convenience was a factor influencing their decision to attend college. (YLB)

ED 228 443 CE 035 573

Kendall, Elizabeth L.
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Attitudes; Educational Research; Employer Attitudes; *Environmental Influences; Females; Graduate Surveys; High School Graduates; Males; *Nontraditional Occupations; Secondary Education; *Student Attitudes; Student Teacher Relationship; Teacher Influence; *Vocational Education; Vocational Followup; *Work Attitudes
IDENTIFIERS- *West Virginia

Nontraditional and traditional secondary vocational education program completers in West Virginia were surveyed to determine their attitudes toward their school preparation, work, and encountered work barriers. A questionnaire was mailed to 100 nontraditional and 100 traditional program completers, and a 10 percent sample was contacted by telephone. Most completers enrolled in their vocational education program because the "program sounded interesting" and they "wanted to try out the field." The large majority liked their vocational experience and would recommend their program to a friend. More traditional than nontraditional completers would choose the same program again. The vocational teachers were influential in the decision to enroll in a vocational education program. The respondents revealed, however, that once enrolled the vocational teacher did not provide as much support as they wanted. Respondents also perceived that their parents supported their vocational choices. The nontraditional completers had the most opposition and the least support for their choices. Since completing their program, twice as many nontraditional completers had not been employed. The majority of completers were unhappy with their salary and advancement potential. Study findings supported prior research that guidance counselors are of little help to vocational students. Completers also perceived differential treatment by vocational teachers. More barriers were reported as existing in the work environment for nontraditional than for traditional completers. (YLB)

ED 228 457 CE 035 596

Paul, Daniel M., Comp.

Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner.

Shenandoah Valley School District, Shenandoah, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Adult Programs; *Computer Assisted Instruction; *Computer Programs; Computers; High School Equivalency Programs; *Instructional Materials
IDENTIFIERS- 310 Project; *Courseware Evaluation

This handbook provides evaluation guidelines, information on acquiring courseware, and evaluations and recommendations regarding available instructional computer software appropriate to the needs of adult learners enrolled in adult basic education or General Education Development. Section 1 addresses computer hardware problems and limitations, copyright laws, and coping with hardware-related problems. In the next section, guiding principles in determining the appropriateness of educational courseware are considered. Guidelines are suggested for evaluation of software on the basis of its instructional strategy: tutorial, drill and practice, gaming, and simulation. A brief glossary of computer terminology is provided. Section 3 discusses potential sources for acquiring software: local development, program conversion, public domain software, and commercially produced software. A brief statement is offered about commercially produced authoring systems. Section 4 is an educational courseware survey. Information on approximately 45 producers, listed alphabetically, includes mailing address, computer type, a brief description of the producer and available programs, and evaluators' comments. Section 5 is a listing of courseware for adult education programing selected by two consultants to the project from the courseware evaluated in section 4. Appendixes include annotated listings of courseware catalogs/directories, magazines/journals/newsletters, and resource centers. (YLB)

ED 228 497 CE 035 691

Ashmore, M. Catherine; Pritz, Sandra G.

PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; Career Education; *Classroom Techniques; Curriculum Guides; Educational Resources; *Entrepreneurship; Instructional Materials; Learning Activities; Learning Modules; Management Games; Postsecondary Education; Secondary Education; *Small Businesses; *Teaching Methods; Transparencies; *Units of Study; Vocational Education
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This teaching guide is intended for use in implementing the second level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). Designed for use with advanced secondary students, beginning postsecondary students, and adults without previous knowledge of the area, the second level of PACE consists of 18 units emphasizing the trying out of entrepreneurial ideas and the assessment of how they relate to personal needs. Following an overview, suggestions for teaching, and some materials for use in the classroom, the guide provides detailed teaching outlines for each unit. The left side of each outline page lists the unit's objectives with the corresponding headings (margin questions) from the unit. Teaching suggestions for these topics are listed on the right side of the page, and space is available for teachers to add their own ideas. Transparency masters, handouts, models of activities and assessment responses, and selected curriculum resources are included in the guide. A comprehensive project ("Going into Business") is provided to integrate all the unit topics. The project can be integrated into the course as the students move through the units, or it can be the culminating experience at the end of the program. (The units on level 2 of PACE provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. These units contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business.) (KC)

ED 228 547 CE 035 770

Hunt, H. Allan; Hunt, Timothy L.
Human Resource Implications of Robotics.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
SPONS. AGENCY- Michigan Occupational Information Coordinating Committee.
REPORT NO.- ISBN-0-88099-008-2
PUB DATE- 83
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 S. Westnedge Avenue, Kalamazoo, MI 49007 ($21.95 hardcover, ISBN 0-88099-009-0; $14.95 paper; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Automation; Continuing Education; Economic Factors; Educational Needs; Employment Opportunities; Employment Patterns; Employment Projections; *Futures (of Society); Human Resources; *Job Development; *Labor Force; Labor Needs; Literature Reviews; Postsecondary Education; Skilled Occupations; Social Environment; Technical Education; Technical Occupations; Technological Advancement; Trend Analysis; *Unemployment
IDENTIFIERS- *Displaced Workers; *Industrial Robotics; Michigan; Robotics; Robots; United States

A study examined the job creation and job displacement potential of industrial robots in the United States and specifically, in Michigan, by 1990. To complete an analysis of the impact of robotics on the American labor force, researchers combined data from previous forecasts of future unit and dollar sales projections and from interviews with representatives of prominent corporate users of robots with data from existing economic research. Unlike many other analysts, the designers of this study feel that the near-term employment impacts of robots will not be overwhelming by any means but instead will be felt gradually and cumulatively through the years in an evolutionary rather than revolutionary process. While states whose economies are particularly dependent upon the auto industry will suffer greater worker displacement than will other states or regions, the designers of this study do not believe that this job displacement will lead to significant job loss among the currently employed. Rather, the impact of unemployment due to the spread of robotics will be felt most by the less experienced, less well-educated part of the labor force. While the spread of robotics will eliminate many semi- or unskilled jobs, it will create many new jobs requiring a significant technical background. Particularly needed will be robotics technicians and graduate engineers. (MN)

ED 228 578 CG 016 604

Jolley, Janina M.
The Nature of Self-Structure and Adaptability between Early and Late Adulthood.
PUB DATE- Nov 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); *Adult Development; *Age Differences; *Helplessness; Middle Aged Adults; Older Adults; Personality Theories; Personality Traits; *Self Concept; Young Adults

Relatively little research exists on the relationship between adaptability and the structural aspects of self. The research that does exist suggests that a more mature personality, i.e., a self that is differentiated and integrated, has a greater capacity to adapt to crises. To identify the empirical relationship between three structural dimensions of self (unity, centrality, and differentiation) and adaptability, and to examine how these three structural dimensions change as a function of age, young (aged 21-34, N=17); middle aged (35-64, N=16); and older (65-82, N=16) adults completed self-descriptions on index cards. Zajonc's method for assessing cognitive constructs was used to determine the three structural dimensions of self. An embedded figures test was used to measure susceptibility to learned helplessness. Data analyses indicated that unity of self decreases as a function of age and that susceptibility to learned helplessness increases with age. The findings suggest that a strong negative correlation exists between unity of self and susceptibility to learned helplessness and that neither differentiation nor centrality of self varies significantly as a function of age. (PAS)

ED 228 594 CG 016 621

McDaniel, Ernest D.; Barnes, Shelba
Cognitive Preference and Student Performance.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Cognitive Style; High Schools; High School Students; *Learning Processes; Performance Factors; Predictor Variables; Secondary Education; *Student Characteristics; *Student Reaction

As early as 1964, cognitive preference was introduced as a way of describing an individual's preference for applying, relating or questioning information. To determine the role of cognitive preference in the pattern of variables predicting teachers' ratings of students' performance, 44 high school students completed a 61-item cognitive preference test. Teacher ratings were obtained for students' expressive styles, analytic ability, ability to relate ideas and individual initiative. Additional measures of learning style, aptitude and achievement were used in a correlational study (both zero order and step wise) of the pattern of variables best predicting the teacher ratings. The results indicated that cognitive preference was clearly the best predictor of student performance (whether the cognitive preference scores were considered alone or in combination with other widely used measures of learning styles, academic ability, and achievement). This suggests that cognitive preference may be an important individual difference variable in studies focusing on elaborative and semantic processing of information. (JAC)

Statement on the Fiscal Year 1983 Education Budget. Clearinghouse Publication 73.

Commission on Civil Rights, Washington, D.C.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Block Grants; *Budgets; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Federal Aid; *Federal Programs; Government Role; Higher Education; Program Descriptions; Resource Allocation
IDENTIFIERS- Reagan Administration

In this statement, the U.S. Commission on Civil Rights assesses the potential effects on equal educational opportunity of the Reagan Administration's proposed budget for fiscal year (FY) 1983. The statement briefly reviews the past federal role in achieving equal educational opportunity and then discusses proposals in the FY 1983 budget to change to block grants and/or reduce federal expenditures for specific programs in elementary, secondary, and higher education. The commission argues that the budget will diminish the federal role in ensuring equal educational opportunity. A lengthy appendix provides brief descriptions of programs that have helped in achieving equal educational opportunity but that are earmarked for either funding reductions or changes to block grants. Seven elementary and secondary programs are examined, including aid to disadvantaged children, civil rights assistance, and bilingual, handicapped, women's, and American Indian education. Thirteen higher education programs are reviewed, including educational opportunity grants, student loans, institutional development aid, programs for disadvantaged students, graduate and professional opportunities, land-grant and minority institutions, and migrant education. (RW)

ED 228 752 EC 151 088

Holzhauer, Eileen, Ed.; And Others

Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.

American Speech-Language-Hearing Association, Rockville, MD.; Gallaudet Coll., Washington, D.C.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

REPORT NO.- ISBN-0-9-10329-03-6

PUB DATE- 82

GRANT- 90-DD-0005/01

AVAILABLE FROM- American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 (a limited edition, no price quoted).

LANGUAGE- English

EDRS Price - MF07/PC43 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)

DESCRIPTIONS- Advocacy; Agency Cooperation; Communication Skills; Coordination; Curriculum Development; *Demography; *Developmental Disabilities; Elementary Secondary Education; *Hearing Impairments; *Mental Health; Multiple Disabilities; Parent Education; Severe Disabilities; *Student Evaluation; Teacher Education; Teaching Methods; Trend Analysis

The manual focuses on the special needs of hearing impaired students who also have developmental disabilities. State of the art orientation and training materials for professionals are presented via 89 author contributed papers on nine topic areas (sample subtopics in parentheses): demographics (problems in identifying and defining multihandicapped hearing impaired students); assessment (integrating assessment and management, testing the difficult to test child, behavioral audiometry); communication (audiology, language and speech); instructional management (hearing impaired learning disabled students, curriculum development, behavior management, parent education); mental health issues (behavior and emotional problems of deaf children, family support programs); programmatic options (interagency services, residential programs, model programs for young deaf/emotionally disturbed children); personal preparation (computer assisted telecommunications); advocacy (vocational education and vocational rehabilitation, interagency coordination); and future needs (proceedings from a workshop on hearing impaired developmentally disabled children and adolescents). (CL)

ED 228 429 CE 035 532

Yin, Robert K.; Heinsohn, Ingrid

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.

American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.

PUB DATE- Sep 80

GRANT- AoA-90-AR-2173

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adult Education; Aging (Individuals); Case Studies; *Community Services; *Delivery Systems; Federal Legislation; Information Dissemination; *Material Development; *Older Adults; Planning; Research; Research Projects; *Research Utilization; Social Networks; Social Services; *Transportation

IDENTIFIERS- *Administration on Aging

This case study, one in a series of research efforts designed to examine the utilization of the Administration on Aging's research, describes the different types of uses of materials produced by a research project on improvement of transportation services for the elderly. (The materials are a state-of-the-art report, planning handbook, and site-assistance kit.) Illustrative vignettes describe how three user groups--policy makers, planners, and service operators--used the research results. In general, these uses are defined: (1) federal policymakers integrated information from the transportation program into new programs and plans; (2) state and area planners used the planning handbook to facilitate provision of training and technical assistance to local service operators and dissemination of documents and information in response to individual inquiries; and, (3) service operators used the handbook to design and run new "demand-responsive" transportation services in rural and urban communities. Five propositions regarding conditions necessary for research utilization are suggested: extensive social networking, interventions to boost utilization, vigorous information dissemination, synthesis of previous findings into the research, and emphasis on development rather than on research. (YLB)

ED 228 484 CE 035 678

Ashmore, M. Catherine; Pritz, Sandra G.
Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Business Administration; *Business Education; Career Choice; Definitions; *Economic Factors; Economics; *Entrepreneurship; Learning Activities; *Marketing; Planning; Secondary Education; Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This lesson on planning a marketing strategy, the sixth in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: economic factors that influence marketing decisions, important market activities, how marketing aids business people and consumers, the meaning of the terms "target market" and "marketing mix," and the steps to be completed in developing a marketing plan. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, and assessment questions. (MN)

ED 228 520 CE 035 714

Ashmore, M. Catherine; Pritz, Sandra G.
Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Consultants; *Entrepreneurship; Individualized Instruction; Learning Activities; Learning Modules; Needs Assessment; Postsecondary Education; Retraining; *Small Businesses; *Technical Assistance; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on obtaining technical assistance, the fourth of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Three competencies are dealt with in this instructional unit, including (1) preparing for using technical assistance, (2) selecting professional consultants, and (3) working effectively with consultants. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately three hours of class time. (YLB)

ED 228 610 CS 007 059

Stahl-Gemake, Josephine; And Others

The Right Brain: An Active Partner in Written Literacy.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advance Organizers; *Cerebral Dominance; Cognitive Style; *Diagrams; Educational Practices; Elementary Secondary Education; Higher Education; *Instructional Improvement; Instructional Materials; Reading Difficulties; *Reading Instruction; *Reading Processes; *Teaching Methods
IDENTIFIERS- Brain Hemispheres; *Semantic Webbing

The human brain is composed of two interdependent systems, the left hemisphere and the right hemisphere. While the left brain analyzes sequentially the phonemes of our language and names or reads words, the right brain produces the images, feelings, and associations connected with the words. Current educational systems, however, are doing little to use and nurture the potential strengths of right hemisphere involvement in learning. Curricula that stress the "3 R's" educate only one half of the brain, but children whose predominate cognitive style is right hemispheric need nonverbal visual-spatial strategies as part of their reading and writing training. A graphic configuration called a "web," a visual-spatial network with nodes and emanating lines representing the connections among ideas in our mind, has been developed to provide reading and writing activities that integrate the processing power of both hemispheres. Webs have been used to help students visualize how new information fits into their existing cognitive framework, to promote prediction of story events, to serve as advanced organizers for disabled readers, and to provide a means to build vocabulary. (JL)

ED 228 626 CS 007 080

Jones, Marguerite G.
The Reading Attitudes and Interests of Fifth Graders.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Childhood Interests; Grade 5; Intermediate Grades; *Reading Attitudes; Reading Instruction; *Reading Interests; *Reading Materials; *Reading Research; *Recreational Reading

Seventy-five fifth grade students were administered an interest inventory to determine their attitudes toward reading and the kinds of reading materials they preferred. In addition, an observer completed reading behavior checklists for each student, and the students completed a second inventory to discover the amount of reading they did as opposed to other recreational activities. These data were then compared to records of books checked out by the children from their school library. The results indicated that the fifth grade students like to read a great deal and that they most enjoyed reading mysteries and humorous books. However, comics were the only reading materials most indicated having in their homes. Many of the students indicated that they were happy when reading, but few noted that they actually picked up a book during their free time. Talking, drawing, or playing games, respectively, were the preferences for leisure time activities. (Appendixes contain copies of instruments used in the study.) (FL)

ED 228 642 CS 207 430

Idea Exchange for English Teachers.

National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2222-1
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 22221, $7.50 non-member, $6.50 member).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Organization; *Classroom Techniques; Creative Writing; *English Instruction; *Grammar; Listening Skills; Literature Appreciation; Mass Media; Poetry; Revision (Written Composition); Secondary Education; Speech Skills; Student Research; Teaching Methods; *Vocabulary Development; Writing Evaluation; *Writing Exercises; *Writing Instruction; Writing Skills

Representing fresh, useful ideas for teaching English gathered at several annual conventions of the National Council of Teachers of English, the 11 chapters of this book contain 200 activities in the following categories: (1) getting ready to write; (2) expressive writing, including autobiographical and journal writing; (3) informative writing, including writing for readers other than the teacher, and research and the research paper; (4) tricks of the writing teacher's trade; (5) revision, review, and evaluation; (6) word study, vocabulary development, and spelling; (7) punctuation and grammar; (8) speaking and listening; (9) newspapers, magazines, and the visual arts; (10) talking and writing about literature; and (11) classroom management, including organizing the classroom--the students, bulletin boards, and the first five minutes as well as the last. (JL)

ED 228 658 CS 207 458

Gunderson, Lee; Murphy, Sandra
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bilingual Students; Black Youth; Comparative Analysis; *Developmental Stages; Discourse Analysis; Elementary Secondary Education; *Syntax; *Urban Education; White Students; Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- Discourse Modes; *Syntactic Complexity

A study examined (1) developmental differences in the writing of urban students, (2) the syntactic complexity associated with differing modes of written discourse, and (3) the relationship among grade level, mode of discourse, and writing quality. Subjects were approximately 1,200 second, fifth, eighth, and eleventh grade students from large metropolitan schools that had mean scores in total reading below the fiftieth percentile on the Comprehensive Test of Basic Skills and were receiving Elementary and Secondary Education Act funding. The subjects each completed descriptive, argumentative, and narrative writing tasks. Writing samples of 20 randomly chosen subjects at each grade level were selected for analysis. Of these students, approximately 17% were Spanish surnamed, 24% Black, 12% Filipino, 20% Asian, 18% White, and 9% other. The writing samples were scored for total number of words, number of t-units, and quality, holistically determined. Results showed that over the four grades and three discourse modes, the number of words and t-units increased mathematically. For all grades and modes there was a high degree of association between quality and number of words. Eighth and eleventh grade students produced significantly more words per t-unit than did second and fifth grade students, and the three discourse modes did not differ in syntactic complexity as measured by analysis of variance. (FL)

ED 228 720 EA 015 569

Levin, Benjamin
The Peel Secondary Followup Study: First Biennial Report.
Peel Board of Education, Mississauga (Ontario).
PUB DATE- Jan 83
AVAILABLE FROM- Publications, Research Unit, Peel Board of Education, 73 King Street West, Mississauga, Ontario, L5B 1H5, Canada (Report No. 0283; $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Education; *Career Choice; Cohort Analysis; *Educational Assessment; Educational Quality; Expectation; Followup Studies; Foreign Countries; *Outcomes of Education; School Effectiveness; Secondary Education; *Student Educational Objectives; Student Needs; Tables (Data); Vocational Education; Vocational Followup
IDENTIFIERS- Ontario (Peel County)

The first round of a study of what happens to students after they leave Peel County (Ontario) secondary schools includes data from students who were in grade 11 in 1977-78 and 1979-80. A 10 percent sample (approximately 750 students in each group) was drawn from school records. Of these, 1,072 people (75 percent) were interviewed by telephone. Major findings of the study are as follows: (1) most former students are in the labor force, most in entry-level jobs; (2) few students enter formal job training programs; (3) the university is the postsecondary institution most frequently attended; (4) respondents' current activities are frequently not what they expected when in grade 11, especially so for those in the labor force; and (5) vocational students are less likely than other students to be at school and more likely to have had vague plans when in grade 11. The report describes the methodology with text and tables used to analyze the responses. A short discussion paper follows the official report and suggests changes in a variety of school practices. (MLF)

ED 228 737 EA 015 587

Schneider, Barbara L.
Further Evidence of School Effects.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Elementary Education; Institutional Characteristics; Mathematical Models; *Productivity; *School Effectiveness; Teacher Characteristics

After clarifying some of the problems in determining the effectiveness of schools, this study attempts to show how the impact of school resources on achievement can be measured. Several mathematical models are examined that provide quantitative information on the relationship between school resources and student achievement. The sample includes 493 elementary school children, grades 3 through 7, in four urban schools. Data on schools and student populations were acquired during visits to the schools and surrounding neighborhoods. Information on individual students was obtained from questionnaires and interviews and verified by school records when possible. Achievement scores were from the Iowa Test of Basic Skills. The unit of observation was the individual student. The overall findings indicate that when the individual student is the unit of analysis, student, peer group, teacher, and school characteristics are related to academic achievement. (Author/JM)

ED 228 767 EC 151 613

Wilson, Tina; Fredericks, Bud
Teaching Research Music Program for Moderately and Severely Handicapped Children.
Teaching Research Infant and Child Center, Monmouth, Oreg.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- *Generalization; *Leisure Time; *Music; *Severe Disabilities

Two pilot efforts were undertaken to teach moderately and severely handicapped children music. In the first, moderately and severely handicapped children were found capable of making gains in rhythm, melody, and keyboard after 3 months of weekly half hour group music instruction sessions and three weekly half hour practice sessions. Ss did not make gains in ensemble and harmony, as a nonhandicapped control group did. In the next study, 18 severely handicapped children were taught music skills in a framework that allowed for continuous assessment and measured generalization by asking parents about musical skills demonstrated at home. Twelve of the 14 children with generalization data reported showed increases in swaying, clapping, keeping time, or dancing to music played in the home. Others increased time spent humming and singing and trying to play musical instruments. (CL)

ED 228 781 EC 151 630

The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.

Bank Street Coll. of Education, New York, N.Y.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- 02-G008007125
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Characteristics; *Administrator Responsibility; *Administrator Role; *Disabilities; Elementary Secondary Education; *Principals; Special Education

The booklet outlines characteristics and competencies needed by principals in schools serving special education students. Traits of empathy, integrity, honesty, creativity, and imagination are among those considered. Competencies (in terms of knowledge, values and attitudes, and performance) are listed for seven functions: to promote and represent the developing trends and issues which affect special education programs in schools; to foster and participate in constructive staff development; to observe, evaluate, and support the development of appropriate, instructive learning environments; to communicate about assessment programs and methods; to plan, implement, and evaluate organizational structures which permit cooperative processes and relationships with school, home, and community; to oversee architectural consideration; and to assure that issues affecting special education students are understood by political representatives and legislators. (CL)

ED 228 387 CE 035 183

Daswani, C. J.

Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 81
AVAILABLE FROM- UNIPUB, Box 433 Murray Hill Station, New York, NY 10016 (Set of four, Order No. 0521-UB95--$21.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Adult Educators; *Adult Literacy; Adult Programs; Developing Nations; Evaluation; Faculty Development; *Foreign Countries; Instructional Materials; *Literacy Education; *Material Development; *Student Motivation
IDENTIFIERS- *Asia; *Pacific Region

This monograph, one of four in a series, contains material on a particular aspect of literacy training. Developed from reports, papers, and case studies from the Regional Literacy Workshop (November 29-December 20, 1979) held in Udaipur, India, the monographs are suggested for use in training programs for literacy personnel as background materials, an exercise in materials production, or a course of lectures. This monograph focuses on the questions of motivational materials in an adult literacy program. The different clientele for which motivational materials are needed and the various kinds of motivational materials are first discussed. A panel discussion on the topic of development of motivational materials is summarized. Other areas covered include the process of developing motivational materials, implications of this process, and research, evaluation, and followup. Seven sets of sample motivational materials developed by workshop participants are provided. Each set of materials is accompanied by a brief description about format, purpose, use, and other helpful information. (YLB)

ED 228 472 CE 035 621

Ashley, William; And Others
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD 233--$5.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Automation; Computer Oriented Programs; Course Descriptions; Courses; *Curriculum Development; Educational Planning; Guidelines; *Job Skills; Paraprofessional Personnel; Postsecondary Education; *Program Development; Program Implementation; *Technical Education; Technical Occupations; Technological Advancement; Two Year Colleges
IDENTIFIERS- *High Technology; *Robotics

This guide is one of three developed to provide guidelines, information, and resources useful in planning and developing postsecondary technician training programs in high technology. It is specifically intended for program planners and developers in the initial stages of planning a new program or specialized option in robotics. (Two companion guides offer a set of generalizable procedures for systematic program development in high technology and curricular information for planning a computer-aided design, computer-aided manufacturing training program.) The first part reviews the problem, objectives, methods, and outcomes of the project. Information is presented in the second part on industry trends in robotic technology, current projects in industry and education, and the need for training. Part 3 presents curriculum planning guidelines and specifications. Lists of technician-level competencies and sample course titles and course descriptions are provided. Other factors that must be considered in developing and implementing a new program are discussed, including special training for application processes, equipment requirements, faculty capabilities, and future trends. Appendixes include a compilation of site visits by project staff, a list of robot manufacturers and postsecondary programs, a bibliography of robotic technical papers, and a paper on robotics training. (YLB)

ED 228 509 CE 035 703

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; Educational Resources; *Entrepreneurship; Fringe Benefits; *Human Resources; Labor Force Development; Learning Activities; Learning Modules; Management Games; Management Systems; Managerial Occupations; Motivation Techniques; Personnel; Personnel Evaluation; *Personnel Management; Personnel Selection; Postsecondary Education; Secondary Education; *Small Businesses; Staff Development; Staff Utilization; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on managing human resources in a small business, the 12th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify the steps involved in hiring employees, (2) describe the procedures for developing a training program, (3) explain various styles of management, (4) describe techniques that may be used to supervise and motivate employees, (5) describe methods for communicating with employees, (6) discuss alternatives for evaluating employee performance, and (7) identify the steps in developing a comprehensive employee compensation package. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 563 CG 016 589

Kurpius, DeWayne J.
Adaptability of Organizational Innovations as a Function of Eco-System Management.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Strategies; *Consultants; *Ecology; *Innovation; Interpersonal Relationship; Models; Organizational Climate; *Organizational Development; Organizational Objectives; Social Systems; State of the Art Reviews; *Systems Approach
IDENTIFIERS- *Psychosociology

Research in organizational development and ecological psychology has demonstrated the importance of viewing organizations from a systems perspective. Organizational innovations are planned, designed, and implemented in increasingly complex and dynamic ecosystems. This paper presents a model of organizational change which was developed using a general change systems approach and in which the consultant plays a key role. The model is presented as an applied working model designed to provide consultants and consultees with a conceptual view of a system definition, an assessment tool for determining what information to gather, and a procedural guide for viewing and influencing ongoing change interventions. The four primary components of an organizational system, i.e., goals, framework, methods, and the psychosocial, are identified and defined. A graphic representation of the model is included. (JAC)

ED 228 675 CS 504 175

DeWine, Sue; And Others

Moving through the Organization: A Field Study Assessment of the Patron System.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Communication Research; *Females; *Interpersonal Communication; Job Satisfaction; *Mentors; Occupational Surveys; *Organizational Communication; *Promotion (Occupational)

A study examined the communication patterns of the mentor-protege relationship and its impact on the organizational advancement of women. In-depth interviews were conducted with 30 women representing two broad job classifications--professional (those in business for themselves) and corporate/organizational (those who were part of some business hierarchy). The subjects were classified as either senior, middle, or entry-level personnel. Each subject was asked to identify people who had influenced her career. The women's career success was measured by an "organization movement ratio" based on career moves and length of employment. Data were used to form profiles of mentors and proteges, to identify communication traits, and create "relationship themes." Results showed that there were clear differences in the ways in which the subjects identified mentors, with women in senior positions identifying internal supervisors more frequently than external friends or relatives as mentors. All subjects readily recognized individuals who had had a great influence on their careers. Data also showed that women were successful at moving rapidly into middle level positions, but took much longer to move into senior level positions. The mentoring relationship seemed to be an example of the cost-reward system. (A copy of the interview form is appended.) (FL)

ED 228 691   EA 015 531

Conners, Dennis A.; Reed, Donald B.
The Turbulent Field of Public School Administration.
Iowa Univ., Iowa City. Inst. for School Executives.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Organization; *Administrator Role; Bureaucracy; *Educational Environment; Elementary Secondary Education; Institutional Cooperation; Institutional Environment; Models; *Public Schools; School Administration
IDENTIFIERS- Interdependence

Business and industry have exerted a strong influence on public schools and school administration, especially on assumptions about the school setting and its implications for administrator behavior. Schools have been assumed to be bureaucratic organizations in a stable environment, which implies that administrators should be leaders in establishing goals as well as maintainers and controllers in attaining those goals. However, if the school is assumed to exist in a turbulent "field" or environment--one with complex interdependencies and which is always changing--then school stability cannot be maintained by traditional bureaucratic mechanisms, but rather by developing overriding social values and a matrix of organizational alliances. In the past 60 years schools have in fact existed in a turbulent environment and have become richly connected with many other organizations, both formally and informally. In a turbulent environment, the administrative qualities implied for an organization are those of a preacher, diplomat, and statesman, and school administrators do indeed behave more according to these roles than according to the roles of leaders, maintainers, and controllers. (RW)

ED 228 401 CE 035 440

Gaskell, Jane
Course Differentiation in the High School: The Perspective of Working Class Females.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Education; *Career Choice; Clerical Occupations; Courses; *Females; High Schools; *High School Students; Office Occupations Education; Sex Fairness; *Student Attitudes; Vocational Education; Womens Education; *Working Class
IDENTIFIERS- British Columbia (Vancouver)

Working-class high school girls choose courses for a variety of reasons, both consciously and subconsciously, and use conventional attitudes to justify their choices to themselves and others, according to working-class girls who volunteered to be interviewed during their free periods in Vancouver (British Columbia) high schools. The girls cited such reasons as dislike of academic courses, dislike of school, availability of jobs after graduation, expected peer and teacher pressure away from male-dominated fields, and desire for interesting and easy studies as their reasons for choosing business courses leading to clerical jobs. Contrary to what might have been expected, students stressed self-choice and did not feel coerced into their choices of curricula. However, these students were actually influenced, consciously or not, by their life experiences to prepare for jobs in low-paying traditional fields in expectation of combining their jobs with domestic chores. Their life experiences did not prepare them to make choices of academic fields, nor would they have been supported in such choices by parents, peers, or schools. In order to change the course choices of working-class girls to more academic pursuits, it would be necessary to broaden their horizons and alter their visions of reality so that they could be comfortable in making such choices. Much research needs to be done and broader-based thinking needs to be encouraged in this area if such change is ever to become a reality. (KC)

ED 228 415 CE 035 509

Trafton, Richard S.; Garrison, William T.
Male-Female Differences in Cognitive Abilities in Various Age Groups.
Technical Report 1982-3.
Johnson O'Connor Research Foundation, Boston, MA.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Age Differences; *Cognitive Ability; Cognitive Measurement; Comparative Analysis; Educational Research; Females; Males; *Sex Differences

The research question addressed was whether sex differences in cognitive ability are smaller in younger age groups than in older age groups. A battery of 12 aptitude tests measuring visualization, spatial orientation, perceptual speed, associative memory, number memory, eidetic memory, spatial scanning, visual memory, and flexibility of closure were administered to a sample of 1,011 females and 1,226 males ranging in age from 14 to 63 years of age. Mean male and female performances on each test were compared for 22 age groups. Examination of mean differences for age did not support a suggested trend toward smaller differences between males and females on measures of cognitive ability. The results were consistent with previous research on sex differences. Males outperformed females on spatial tests; females outperformed males on the perceptual speed measure and the test of associative memory. (Three data tables are included.) (YLB)

ED 228 533 CE 035 727

Ashmore, M. Catherine; Pritz, Sandra G.
Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Credit (Finance); *Entrepreneurship; Individualized Instruction; Information Services; *Information Sources; Information Systems; Laws; Learning Activities; Learning Modules; Money Management; Policy Formation; Postsecondary Education; Publicity; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Bill Collection; *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on managing customer credit and collection, the 17th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Five competencies are dealt with in this instructional unit, including (1) analyzing the legal rights and recourse of credit grantors, (2) developing a series of credit collection reminder letters and followup activities, (3) developing various credit and collection policies, (4) preparing a credit promotional plan, and (5) discussing informational resources and systems that apply to credit and collection procedures. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately three hours of class time. (YLB)

ED 228 579 CG 016 605

Barclay, Lizabeth A.
Organizational Integration: Attitudes toward Sex or Race Related Programs within One Organization.
PUB DATE- 12 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affirmative Action; Career Development; Employed Women; *Employee Attitudes; *Equal Opportunities (Jobs); Minority Groups; Organizational Climate; *Racial Factors; *Sex Bias

Few researchers have examined employee attitudes toward affirmative action and equal employment programs. To examine both the attitudes of various groups within one organization toward Equal Employment Opportunity (EEO) and ideas concerning specific programs suggested by these same groups, corporate employees (N=1,791--or 53% of those surveyed) completed a survey of demographic information, and a number of attitude measures. Within each job, subgroups of females, minorities (male and female) and nonminority males were identified. Mean scores for different groups were computed. Results indicated that while females and minorities had relatively positive attitudes toward EEO, they were not uniformly open to special programs within the organization. Results also showed that the majority population (nonminority males) held relatively negative EEO attitudes, indicating that special programs may not be well received. The findings suggest that females and minorities would like to believe they have been selected because of their skills and they may view promoting special programs as another reminder that they are not truly part of the organization. Nonminority males may view special programs as "reverse discrimination." (PAS)

ED 228 595 CG 016 622

Bradford, Carl E.
The Impact of Continuing Contact on Therapeutic Change.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attribution Theory; Behavior Patterns; *Change Strategies; College Students; Comparative Testing; *Counseling Effectiveness; *Counseling Techniques; Higher Education; Interviews; *Paradox; Self Concept
IDENTIFIERS- *Procrastination

Past research has shown significant treatment versus control differences using paradox, although the literature often does not detail how the paradoxical directive is given to the client. College students (N=105) were tested with the Procrastination Log and the 40 with the highest scores were selected in order to study the effectiveness of paradox in changing students' procrastination habits. To determine if a one-interview or two-interview condition would be most effective, students were divided into four treatment conditions: (1) one interview; (2) one interview, rescheduled; (3) two interviews; and (4) no interview control. Counseling interviews included paradoxical interpretations and homework. Results from the dependent measures were largely negative. Students in all conditions appeared to improve on procrastination behavior over time. Overall, the findings did not yield information relevant to the one session versus two session issue. However, the findings appear relevant to the area of paradox research because of their lack of significance. (JAC)

ED 228 444 CE 035 574

Williams, David C.
Toward an Ergonomics of Adult Basic Education Instructor and Staff Development.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Basic Education; Human Factors Engineering; *Inservice Teacher Education; *Job Satisfaction; *Outcomes of Education; Self Actualization; *Teacher Attitudes; *Work Attitudes; Workshops
IDENTIFIERS- Pennsylvania

A study was conducted to determine if more frequent adult basic education (ABE) teacher participation in inservice programs is related to greater job satisfaction or if such factors as age, sex, years of experience, or degree attainment and coursework in adult education play a greater role. A random sample of 150 ABE teachers in Pennsylvania was derived from lists from the state education department and professional associations. One hundred-twelve of these teachers (35 male and 77 female) returned a completed Hoppock's Job Satisfaction Blank and provided additional information on age, sex, years as an ABE teacher, years in current position, highest degree attained, degree specialization, amount of coursework in adult education, frequency of participation in inservice activities, and opinion of the quality of these activities. Analysis of the results indicated no significant differences for personal variables, although older respondents tended to indicate slightly higher levels of satisfaction. On the other hand, persons with less than 1 year in their current post reported significantly less job satisfaction than those with 9 or more years in the same job. Job satisfaction was lower among persons reporting their inservice training as useless than among those who rated it higher. There was also a slight but not significant tendency for job satisfaction to increase as participation in inservice training decreased. Implications of the study included the conclusion that increased participation in training is not a satisfier to all persons; some may prefer free time as a job benefit; and ABE teacher needs should be assessed rather than assumed. (KC)

ED 228 458 CE 035 597

Warmbrod, Catharine P.; Faddis, Constance R.
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Case Studies; Continuing Education; Coordination; Economic Development; Educational Needs; Educational Practices; Educational Strategies; Guidelines; Human Resources; Improvement; *Improvement Programs; *Job Skills; Job Training; *Labor Force Development; Linking Agents; Outreach Programs; Postsecondary Education; Program Design; Program Development; *Program Implementation; *Retraining; School Role; *Skill Development; Staff Utilization; Two Year Colleges
IDENTIFIERS- *Displaced Workers; Macomb County Community College MI; South Oklahoma City Junior College OK; State Technical Institute at Memphis TN; Tri County Technical College SC; Triton College IL

Designed for use by postsecondary educators involved in teaching displaced workers, this guidebook provides an in-depth look at successful upgrading and retraining programs in colleges in diverse situations across the country. The rationale for a human resource emphasis in economic development and the role of the two-year college in economic development are discussed. Provided next are case studies of upgrading and retraining programs at the following institutions: Tri-County Technical College in South Carolina, Macomb Community College in Michigan, State Technical Institute at Memphis in Tennessee, Triton College in Illinois, and South Oklahoma City Junior College in Oklahoma. Various barriers and solutions to developing successful retraining programs are examined, including state and local linkages for economic development, course approval systems, college forecasting and planning, marketing of customized training, customized training management, flexibility of resources, internal organization and cooperation, faculty and staffing, and other economic development outreach services. The last chapter presents these critical elements along with accompanying recommendations and provides conclusions reached concerning the upgrading and retraining of adult workers by colleges for industry. (MN)

ED 228 611 CS 007 060

Schmidt, William H.; And Others
Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-131
PUB DATE- Feb 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Comparative Analysis; *Content Analysis; Elementary Education; Publishing Industry; Reading Material Selection; Reading Research; *Textbook Content; *Textbook Research; *Textbook Standards

To explore the issue of educational content in basal readers, a study analyzed 34 basal reading textbooks, representing eight of the most commonly used series in American elementary education. Educational content was defined and categorized along three dimensions: subject matter, function, and ethos. The subject matter component covered theories, facts, and information found in the written text. The functional component addressed the applied knowledge of a process nature and included such levels as reasoning/problem-solving, moral reasoning, contemplation, creativity, feeling/catharsis, initiative/persistence, absurdity/paradox, humor in the use of language, and cunning/intuition. The ethos component concerned virtue such as that found in folk and fairy tales. The question asked by each coder relative to each component was whether there was sufficient detail (descriptive, explanatory, or evocative) in each basal selection to code for the presence of a particular content category. Findings revealed that only 4% of all the selections had content on all three dimensions. Of those texts that presented opportunities for subject matter learning, three quarters had nothing else to offer. There were readers with relatively high subject matter content, but the focus of the subject varied greatly. Some basal readers showed the process of human functioning in more than half of their selections, while others contained no educational content of this kind. Slightly less than half of the texts contained essentially no ethos content. (HOD)

ED 228 627 CS 007 081

Moskowitz, Diane

Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers?

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Age Discrimination; *Basal Reading; *Characterization; *Comparative Analysis; Content Analysis; Grade 4; Grade 5; Intermediate Grades; *Older Adults; Reading Instruction; *Reading Materials; Reading Research

A study investigated whether the incidence of ageism has diminished in recent editions of basal readers. Materials examined in the study were the 1971 and 1980 editions of the American Book Company Reading Series, the 1973 and 1980 editions of the Holt Basic Reading System, the 1971 and 1981 editions of the Houghton Mifflin Reading Series, and the 1970 and 1980 editions of the Macmillan Reading Program. The fourth and fifth grade books in each series were read in their entirety, and information was gathered to determine whether the elderly in the stories were main, significant, or support characters and to establish their relationships and roles in the stories. In addition, descriptions of behavioral traits, physical attributes, and qualities of personality were analyzed and categorized. A comparative analysis of data from the older and newer editions showed that the percentage of elderly present in stories and illustrations had increased, and that some improvement existed in the portrayal of the living arrangements, behavioral traits, and activities of older characters. However, a lack of realism was found in the depiction of the personality, health, and appearance of the elderly in the newer as well as the older editions. (FL)

ED 228 643 CS 207 431

Maurer, Marvin
The Feeling Words Curriculum: The Missing Link.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cerebral Dominance; Curriculum Guides; Elementary Secondary Education; *Holistic Approach; Social Studies; *Student Development; *Student Needs; *Teaching Methods; *Vocabulary Development; Writing Exercises
IDENTIFIERS- *Feeling Words Curriculum

The Feeling Words Curriculum, a curriculum that integrates the cognitive and affective domains in one course of study, is described in this paper. The opening sections explain how "feeling words," key vocabulary terms, are used to provide the missing link from one person's life to another's. Stressing the importance of helping students to develop humanistically and emotionally as well as intellectually, the next sections explain how to infuse this curriculum into a seventh through twelfth grade social studies format, giving examples of how the curriculum has already worked with sixth grade students. Procedures for introducing the vocabulary words and projects for reinforcing them are given next. The paper then mentions the functions of the right hemisphere of the brain and gives exercises dependent on right hemispheric processees. A few additional assignments close the paper. (JL)

ED 228 706 EA 015 554

Richardson, John G.
Settlement Patterns and the Governing Structures of 19th Century School Systems.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTIONS- Boards of Education; *Educational Administration; *Educational History; *Elections; Elementary Secondary Education; *Geographic Regions; *Governance; Land Settlement; Local Government; State History; State Officials
IDENTIFIERS- *Appointive Positions; United States (Midwest); United States (Northeast); United States (South)

Examination of state school governance structures in the late 19th century reveals three regional models, each springing from particular patterns of settlement and political administration. Historical explanations for school system origins have drawn mainly on the histories of northeastern cities and states. They have underemphasized regional divergences from the northeastern pattern. Data from the 1880 federal reports on education are used for 47 states, grouped into 5 regions, to determine whether state and local educational officials were elected or appointed. Three regional patterns of governance are identified. In the Northeast, state officials were appointed and local officials elected; in the South, state officials were elected and local officials appointed; and in the Midwest, both state and local officials were elected. Historical patterns of settlement--based on towns in the Northeast, counties in the South, and townships in the Midwest--account for much of the regional difference in political administration and school governance. Further theoretical interpretation suggests that election and appointment are based both on the level of political government just above the "unit" of social habitation and on the unit's "sociological indifference" to particular levels of government. (RW)

ED 228 721 EA 015 571

Carson, Joan C.; Owen, Scottie
Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom.
Mississippi Univ., University. Bureau of Educational Research.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- Academic Achievement; *Corporal Punishment; *Discipline Policy; Elementary Education; *Parent Attitudes; *Rewards; Student Behavior
IDENTIFIERS- Baker v Owen

Parental attitudes toward rewards for student behavior and academic achievement as well as toward corporal punishment were assessed. The sample consisted of 195 parents from northern Mississippi. University students administered the anonymous questionnaire. Among the results was that 75 percent queried would not approve teachers being allowed to use any method of discipline they chose to impose order. Almost two-thirds disapproved of the use of material rewards for good behavior. One-third of the sample rated giving children toys or food for learning or good behavior as ethically wrong. Seventy percent agreed that using rewards for learning will make a child expect more rewards. Parents generally disapproved of using any type of edible reward in the classroom. Ninety-seven percent approved of the use of praise as a reward. Respondents generally favored teachers being allowed to paddle students. Regarding the "Baker" decision concerning corporal punishment, three-fourths of the sample recognized the necessity of having a witness present during a paddling. Fifty-eight percent were aware that teachers have to show that other forms of discipline were tried before paddling. Approximately two-thirds of the group were aware of the requirements for a written report and forewarning. (JM)

ED 228 738 EA 015 588

King, A. L.
Ways to Improve Schools and Education. Final Interim Report.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 82
CONTRACT- 400-80-0107
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Compliance (Legal); Desegregation Litigation; *Desegregation Plans; Elementary Secondary Education; Faculty Integration; *Inservice Teacher Education; *Multicultural Education; *School Desegregation; School Districts
IDENTIFIERS- Arkansas; Louisiana; Mississippi; New Mexico; Oklahoma; Texas

Examined here was the inclusion of educational components in court-ordered desegregation plans in the Southwest Educational Developoment Laboratory (SEDL) region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). These components included inservice education, multicultural education, and eight others. Researchers hypothesized that court-ordered desegregation plans in this region do not specify educational components in sufficient detail for use by desegregating or desegregated schools and districts. Likewise, school district plans do not contain sufficient detail about educational components for courts to decide whether the district is in compliance. Data were collected by examining desegregation court orders and district plans for 15 sites in the SEDL region. Interviews and observations were used at two sites. Comparative and descriptive analysis of the data supported the project hypothesis. Little detail was included in the desegregation plans except for reassignment of pupils and, to a lesser extent, of staff. Researchers concluded that, although it is not to be expected that full-blown inservice or multicultural programs will be embodied in desegregation court orders or district plans, orders and plans should specify that there will be desegregation-specific training and multiethnic programs and indicate general outlines and content of the programs. A companion document provides a brief summary of the study. (Author/JM)

ED 228 753 EC 151 092

Greenburg, Mark T.
Families with Deaf Children: The Effects of Early Intervention.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling Services; *Deafness; Early Childhood Education; *Home Instruction; *Infants; *Intervention; Language Acquisition; *Parent Counseling; Preschool Children; Sign Language; *Total Communication
IDENTIFIERS- *Counselling and Home Training Program (Canada)

The effects of an early intervention program for 24 profoundly deaf children under 3 years of age were compared to outcomes for 12 deaf children who did not receive special intervention. The Counselling and Home Training Program, which serves families in the Lower Mainland of British Columbia, is based on the philosophy of total communication with an emphasis on early language input. Other program components include the following: initial counseling concerning deafness and family reactions; home instruction by a trained teacher of the deaf; home instruction and group sign language instruction; various parent group activities; and consultation with a child psychiatrist. Assessment conducted when the children were 3 to 5.6 years old indicated the following outcomes: children receiving intervention showed more advanced social, communicative, and pre-academic skills than did the comparison group, as well as more advanced comprehension and expression of the abstract concept of time; and mothers in the intervention group reported significantly lower overall stress on the "Questionnaire on Resources and Stress" than did the comparison mothers. The positive effects for the intervention group were found on the basis of parent reports, interviewer rating, and behavioral observations. Future program needs include a greater emphasis on oral and aural skills, parent counseling, and special assistance to fathers. (SEW)

ED 228 768 EC 151 614

Ross, Samuel B., Jr.
The Therapeutic Use of Animals with the Handicapped.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Animals; *Emotional Disturbances; *Farm Management; *Learning Disabilities; Program Descriptions; *Residential Programs; Therapy
IDENTIFIERS- *Green Chimneys NY

Green Chimneys, a residential center for emotionally disturbed and learning disabled children in New York, uses farm animals in the treatment program. Children learn horseback riding, animal husbandry, gardening, and farming on a working farm. The program seeks to involve the community and provide training to volunteers, interns, and learning disabled adolescents. The experience with animals and with the farm is seen to be therapeutic, involve students with others in a purposeful way, and help establish a sense of responsibility. Staff is careful to discuss issues of separation or death of an animal. Horseback riding offers a sense of risk at the same time as opportunities for self confidence building. (CL)

ED 228 782 EC 151 636

Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A.

Arizona State Dept. of Education, Phoenix.

PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Cost Estimates; *Disabilities; Elementary Secondary Education; *Expenditure Per Student; *Program Costs; *Special Education; State Programs; Statistical Data; Surveys
IDENTIFIERS- *Arizona

The document reports on a cost study of special education programs in Arizona. Part 1 focuses on the public school cost study in which 25 districts were surveyed to examine public school special education funding procedures. Noted among findings is that total costs for the handicapped in the sample districts were approximately $62 million for 26,600 students. Outlined is information on district cost per student, composite cost per pupil by category of handicap, average enrollment per instructional staff member, and comparison of costs by category of handicap. The major portion of Part 1 contains tables with statistical data on various costs by category. Part 2 examines the voucher school costs whereby the sum of the voucher is paid directly to the private (or state) institution. Outlined is the methodology for identification of cost centers and allocation methods. It is noted that the emotionally handicapped category is the only category for which a sufficient sample was available to calculate a Weighted Average Cost ($3,508). Tables on costs per child complete the document. (SW)

ED 228 430 CE 035 533

Yin, Robert K.; Heinsohn, Ingrid
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Nov 80
GRANT- AoA-90-AR-2173
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Aging (Individuals); Case Studies; *Community Services; Individual Needs; Information Dissemination; *Measures (Individuals); Models; *Needs Assessment; *Older Adults; Questionnaires; Research; Research Projects; *Research Utilization; Resource Allocation; Services; Social Networks; Social Services
IDENTIFIERS- *Administration on Aging; *OARS Multidimensional Functional Assessment

This case study, one in a series of research efforts designed to examine the utilization of the Administration on Aging's research, discusses reasons for the wide utilization of the Older Americans Resources and Services (OARS) research. (The OARS methodology assesses the levels of functioning of individual elderly persons. The resulting information may be used to determine the types of services needed by the person.) OARS is first defined, and its three characteristics--an assessment instrument, a resource allocation model, and an organizational resource at Duke University--are briefly described. The OARS research project is then summarized. Illustrative vignettes describe three types of applications of the OARS methodology: estimation of potential needs for services to elderly populations across the country, community planning, and an intake instrument to assess levels of functioning of individuals entering a specific clinic or facility. Three propositions for improving utilization are suggested: extensive social networking, interventions to boost utilization, and vigorous information dissemination. These propositions are then discussed as policy implications. (YLB)

ED 228 485 CE 035 679

Ashmore, M. Catherine; Pritz, Sandra G.
Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Business Administration; *Business Education; Career Choice; Contracts; Definitions; *Entrepreneurship; Learning Activities; Planning; Secondary Education; *Site Selection; *Small Businesses; Units of Study
IDENTIFIERS- Leasing; *Program for Acquiring Competence Entrepreneurship

This lesson on locating a business, the seventh in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the importance of selecting the right business site; factors to be considered when selecting a business location; the advantages and disadvantages of different types of business locations (including isolated, central business district, neighborhood, and shopping center sites); and terms of occupancy contracts for a business. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 498 CE 035 692

Ashmore, M. Catherine; Pritz, Sandra G.
Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; Postsecondary Education; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on understanding the nature of small business, the first in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) describe the characteristics of a small business by type, (2) identify potential small business opportunities and determine ones they would select to follow, (3) describe the process of starting a small business, (5) discuss how competition affects small business, and (6) analyze what major factors will affect the success or failure of a selected type of business. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 521 CE 035 715

Ashmore, M. Catherine; Pritz, Sandra G.
Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Entrepreneurship; Individualized Instruction; Learning Activities; Learning Modules; *Organization; Postsecondary Education; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on choosing the type of ownership, the fifth of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Three competencies are dealt with in this instructional unit, including (1) analyzing the appropriate choice of ownership for one's business, (2) following the steps necessary to file ownership for one's business, and (3) defining policies and procedures for a successful, multiple-owner operation. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately three hours of class time. (YLB)

ED 228 548 CG 016 573

O'Loughlin, Michael; And Others
Effects of Training in Planfulness on the Performance of Eighth Graders.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Ability; Grade 8; Junior High Schools; *Junior High School Students; *Metacognition; Outcomes of Education; Program Effectiveness; *Reading Comprehension; Self Control; *Skill Development; *Study Skills; *Training

Recent research in metacognition suggests that efficient studying reflects the ability to employ deliberately planful or self-regulative study strategies. An instructional program based on this approach was developed to teach eighth graders how to study text. The sample of 50 eighth graders was divided into experimental (N=24) and control (N=26) groups. The training group received a series of 18 lessons over 9 weeks covering control of environment, allocation of time, stating appropriate goals, monitoring progress toward these goals, and extracting main ideas from text. Data analyses showed that the training significantly improved both knowledge about study skills (content) and reading performance as measured on the Iowa Test of Basic Skills. Results demonstrated an experimental effect on a standard reading measure, a comparative rarity in study skills research. Future research should emphasize a simpler study strategy and observational, as well as quantitative, outcome measures. (Author/JAC)

ED 228 564 CG 016 590

Leamon, Josh L.
Effects of Two Treatments on Anxiety, Self-Concept and Locus of Control.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anxiety; College Students; Comparative Testing; Counseling Effectiveness; Counseling Techniques; *Desensitization; Higher Education; *Locus of Control; Personality Studies; Relaxation Training; School Counseling; *Self Concept; *Transactional Analysis

Previous studies have shown a relationship between desensitization/relaxation and anxiety reduction but have failed to investigate the effect on other personality variables. To determine the effects of desensitization/relaxation (SD/R) and transactional analysis (TA) on locus of control, anxiety, self-esteem, and achievement, 54 college students were assigned to either a SD/R or TA treatment group or a placebo group. Analyses of pre- and post-test scores on anxiety, self esteem, locus of control, and achievement scales indicated that a high level of anxiety was reduced significantly and a significant change from external to internal locus of control was found, irrespective of the experimental treatment received. Also, a low self-esteem was improved significantly through TA treatment. Results also revealed a significant improvement in achievement scores for the two experimental groups, but not for the control group. Thus, it appears that achievement is related to affective variables, and the educational and psychological growth of students are interdependent. (Author/JAC)

ED 228 659 CS 207 461

Morris, Barbra S.
Writing at the Center of the Curriculum: The Michigan Program.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College School Cooperation; *Content Area Writing; Demonstration Programs; Higher Education; *Interdisciplinary Approach; *Outreach Programs; Secondary Education; *Writing Instruction
IDENTIFIERS- University of Michigan Ann Arbor; *Writing Programs

The writing program at the University of Michigan (Ann Arbor) is based on the idea that writing is taught best when it is emphasized in every discipline. There is an upper division writing requirement, and all departments design and teach advanced writing courses. In 1978, at the same time that the program was created, an outreach program to schools statewide was also begun. The dialogues with teachers from all disciplines that have taken place during the outreach program have produced five specific suggestions to improve the teaching of writing: (1) develop a profile of the teacher of writing that will fit anyone in any discipline, (2) provide a rich range of contexts for writing, (3) capitalize on native knowledge of language as a bridge for students into written form, (4) clarify both audience and purpose of writing assignments, and (5) make what is known about writing accessible to others as the basis of dialogue between disciplines. A 1981 writing conference that grew out of the outreach program reaffirmed the importance of the Michigan program as a model for other schools. (JL)

ED 228 676 CS 504 176

Acker, Stephen R.
All on One Wire: Pros and Cons of Mega-Channel, Interactive Cable.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cable Television; Federal Regulation; Futures (of Society); Mass Media Effects; *Privacy; *Public Policy; *Television
IDENTIFIERS- Interactive Cable System; Project Ida (Canada); QUBE System

Interactive cable television systems take advantage of the ability of coaxial cables to transmit information in two directions. QUBE in Columbus, Ohio, and Project Ida in Canada use cable's interactive ability to provide a variety of services. QUBE allows electronic "town meetings" and provides access to stock quotes, newspaper headlines, encyclopedia listings, and electronic games. Using sensors, it can also provide home security. Among other services, Project Ida provides automatic meter reading and teleshopping to a thinly populated region. There are, however, dangers associated with interactive cable systems. Media corporations seek regulated monopolies as a way of maximizing profit, not customer service, and the use of interactive cable also opens up the possibility of violations of privacy through the improper collection or misuse of information about subscribers. Since these potential economic distortions and violations of privacy are directly related to lack of competition in providing these services, public policy should formulate regulations that encourage competition. (JL)

The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Jan 83

AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Administrator Guides; Administrator Responsibility; *Administrator Role; Court Litigation; Directories; Postsecondary Education; *Principals; *Privacy; School Law; Secondary Education; *Student Records; *Student Rights

IDENTIFIERS- *Family Educational Rights and Privacy Act 1974

The Family Educational Rights and Privacy Act (FERPA) provides students and parents access to their school records and requires that parents and adult students be informed of their rights under the act. FERPA also bars the release of records to third parties without written consent except to school district employees possessing legitimate interests and state and national educational research organizations. However, a category of student data known as "directory information" may be disclosed without written parental permission. Organizations conducting direct mail advertising and sales have sought student records based on state "sunshine laws" that require nonpersonal records to be open to the public. Several court decisions have interpreted FERPA as vesting school officials with discretion to deny disclosure of student lists for private exploitation and, in addition, ruled that the receipt of unwanted mail parcels as a result of merely filling out a school address form is an intrusion on a student's privacy. However, when faced with a student record disclosure issue, each administrator should check with local school counsel to see if a court or state administrative official has taken a contrary position. (MLF)

ED 228 388 CE 035 184

Thirumalai, M. S.
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 81
AVAILABLE FROM- UNIPUB, Box 433 Murray Hill Station, New York, NY 10016 (Set of four, Order No. 0521-UB95--$21.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; Adult Educators; *Adult Literacy; Adult Programs; Developing Nations; Faculty Development; *Foreign Countries; *Instructional Materials; *Literacy Education; *Material Development
IDENTIFIERS- *Asia; *Pacific Region

This monograph, one of four in a series, contains material on a particular aspect of literacy training. Developed from reports, papers, and case studies from the Regional Literacy Workshop (November 29-December 20, 1979) held in Udaipur, India, the monographs are suggested for use in training programs for literacy personnel as background materials, an exercise in materials production, or a course of lectures. This monograph focuses on developing instructional materials for an adult literacy program. The need for instructional materials, the need for their development, and the types of material needed are discussed. Concepts and principles that must be incorporated into the materials developed are then addressed. These include national policy, learners' individual needs, individualization of materials and teaching, and the choice of language variety. The process of developing instructional materials is considered in terms of agencies to be involved, need analysis, setting up objectives, organization of the materials, draft formulation, materials testing, teachers' guides, and workbooks. Evaluation, followup, and research of the materials are also discussed. Sample instructional materials are appended. (YLB)

McCormick, Robert W.
Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report.
Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum Development; *Educational Needs; Educational Trends; Education Work Relationship; *Employer Attitudes; Futures (of Society); Postsecondary Education; Program Improvement; *School Business Relationship; Secondary Education; *Technical Education; Technical Institutes; Technical Occupations; Technological Advancement; Technological Literacy; *Vocational Education
IDENTIFIERS- *High Technology; Ohio

This study explored the relationship of vocational-technical educational institutions in Ohio with business and industry using high-technolcgy applications. The study attempted to determine what high-technology applications will be adopted by Ohio's business and industry in the next 5 years, what experience the schools have had in working with high-technology industries, what skills are needed by employees and students entering this job market in the next 5 years, and how these educational needs can be met. Personal interviews were conducted with 32 educators and 15 industry executives in the manufacturing area. The study found that although the executives are supportive of vocational education, they do not view vocational education as a resource for training persons for high-technology positions. The executives pointed out that vocational education is usually carried out on the high school level and they would not want high school graduates working on their high-technology machinery. Instead, the executives expect to do most of their own in-plant training for high-technology jobs. They want to employ technical education graduates of two-year or four-year colleges for these positions. The consortium approach between business and education appears promising and has worked well where tried. One job tackled by the consortium approach has been the retraining of instructors to teach high-technology subjects. The executives stressed that students should take mathematics, science, and computer courses in order to qualify for industry training in high-technology companies. This could be provided in a "pre-technical" high school vocational education option. (KC)

ED 228 473 CE 035 622

Abram, Robert; And Others
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD234--$6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Graphics; *Computer Oriented Programs; Computers; Courses; *Curriculum Development; Design; Educational Planning; *Engineering Drawing; Guidelines; Job Skills; *Manufacturing; Paraprofessional Personnel; Postsecondary Education; *Program Development; Program Implementation; Technical Education; Technical Occupations; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Computer Assisted Design; *Computer Assisted Manufacturing; High Technology

This guide is one of three developed to provide information and resources to assist in planning and developing postsecondary technican training programs in high technology areas. It is specifically intended for vocational-technical educators and planners in the initial stages of planning a specialized training option in computer-aided design (CAD) and/or computer-aided manufacturing (CAM). (Two companion guides offer generalizable procedures for program development in high technology and curricular information for planning a robotics training program.) The first part reviews the problem, objectives, methods, and outcomes of the project. Information is presented in the second part on industry trends, CAD curricular requirements, and training implications of CAD technology. Emphasis is given to a listing of CAD drafting competencies and a detailed course outline of teaching topics that is oriented toward mechanical and product applications. Part 3 overviews CAM. The general and specific skill requirements of CAM users are addressed, and training guidelines are offered. A basic curriculum for CAM instruction is presented. Current and long-range market trends for CAM are described. Appendixes include an overview of CAD from the user's perspective, training considerations for users of CAD systems, and a survey of Applicon CAD system users. (YLB)

ED 228 580 CG 016 606

Tennen, Howard; Herzberger, Sharon D.
Parent, Child and Observer Gender as Determinants of Perceived Abuse.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *Bias; *Child Abuse; Child Rearing; College Students; Fathers; Higher Education; Mothers; *Parent Child Relationship; *Sex Differences

Despite the recognized importance of contextual factors influencing the perception of child abuse, investigators have often neglected the study of factors such as the gender of the parent, the child, or the observer in determining which parental behaviors will be considered abusive. To assess the role of gender in perceptions of abuse, college students (44 males and 42 females) rated parents' behavior in 8 case studies. Students were asked to judge the severity and appropriateness of the parents' behavior, and to indicate whether they regarded the behavior as child abuse. Results indicated that the gender of the child, parent, and observer did interact to determine observers' evaluations of parental behavior and the determination of the label child abuse. Daughter-directed discipline delivered by fathers was more likely to be labeled as child abuse. Females perceived the same parental behavior as more severe, less appropriate, more detrimental and more abusive than did males. While maternal abuse may be most devastating from the child's perspective, adult observers assumed that paternal abuse, particularly when directed at girls, was most detrimental. These biases may affect reports of abusive incidents. (PAS)

ED 228 596 CG 016 623

Meier, Scott T.; Davis, Susan R.
Burnout: A Term in Search of a Theory.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Burnout; Cognitive Processes; *Expectation; Human Services; *Job Satisfaction; Literature Reviews; Models; Organizational Climate; Psychological Patterns; *Reinforcement; Research Methodology; *Stress Variables; Systems Approach

This paper presents an overview of systems theory as an introduction to the applications possible to a model of burnout. Literature dealing with burnout is reviewed and shown to be in an early, descriptive stage, with basic concepts largely unchallenged. Meier's (1982) expanded model of burnout, based on current cognitive-behavioral and vocational models of human behavior is proposed to integrate the findings of previous burnout studies under one theoretical model. The concept of expectations, defined as probabilistic descriptions of interactions between the self and the world, is explored, and the three components of the model (reinforcement, outcome, and efficacy expectations) are explained and illustrated. The most expansive category of the burnout model, contextual processing, is described as human information processing within contexts, and several examples of the process are given. Systems theory is suggested as a useful approach to studying the contextual processing aspects of burnout, particularly in treating family problems. Finally, examples of structural and communication theories which apply to burnout are described, and boundary patterns are discussed. (JAC)

ED 228 769 EC 151 615

Smith, Carl R.; And Others
Autism: Programmatic Considerations. Iowa Monograph.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Autism; *Behavior Modification; *Camping; *Communication Skills; Elementary Secondary Education; Individualized Instruction; Inservice Teacher Education; *Interpersonal Competence; *Parent School Relationship; Summer Programs; Teaching Methods; Theories

The guide describes a summer inservice program designed to help professionals involved with autistic or autistic-like students. The first section describes the training approach, and the Special Study Institute, which included a camp experience for children with autism. (Sample agendas for the 2 week sessions are included.) Planning and preparation considerations for the camp program and for the related staff training are detailed, and three factors are emphasized: safety, independence, and fun. Actual experiences of two summer sessions are reviewed. The second section provides more theoretical and educational information. Issues in assessment, treatment, program organization, appropriateness of service, and curriculum and method are explored. An in-depth look at assessment for autistic students notes the impact of typical characteristics on the assessment process and proposes a two-phase assessment approach. (Test summaries are included.) Social skills are the topic of a chapter that presents four case studies. The assumptions and applications of the behavioral approach with autistic children are described. Design and implementation of an individualized curriculum are examined, with emphasis on assessment of cognitive abilities, chronological age, socialization, communication, and behavior. New perspectives on the centrality of communication skills and on approaches to promote those skills are presented. A final chapter traces the experiences of parents from the initial diagnosis to the child's adolescence and suggests eight responsibilities for professionals in their relationships to parents of autistic children and youth. (CL)

ED 228 402 CE 035 455

Waugh, Julie; And Others

Assessment and Curriculum Guide for Special Students.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.; Iowa Central Community College, Fort Dodge.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Basic Skills; Behavioral Objectives; *Career Education; *Career Exploration; Curriculum Guides; *Decision Making Skills; Disabilities; Interpersonal Competence; Learning Activities; Life Style; Program Development; Program Implementation; Secondary Education; *Self Evaluation (Individuals); *Special Education; Student Evaluation; Values; Values Clarification

Designed for use with special education students served by special education instructional programs, this guide is intended to help educators implement appropriate career education programing. Moderate to mildly handicapped students are the target population. The guide is based on the objectives that need to be monitored by teachers to assure that students receive a comprehensive career education program. These objectives are grouped under six goals into which the guide is divided: (1) to develop self-appraisal skills; (2) to develop interpersonal skills; (3) to develop decision-making skills; (4) to explore careers, school, and work meanings and values; (5) to clarify school and work meanings and values; and (6) to acquire the skills necessary to carry out a career plan upon high school exit. For each objective, activities, materials, and assessment resources are identified. Some materials necessary for activities are found in an appendix. A bibliography is also provided. (YLB)

ED 228 510 CE 035 704

Ashmore, M. Catherine; Pritz, Sandra G.
Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; *Advertising; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; Costs; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; Marketing; Merchandising; Newspapers; Postsecondary Education; *Publicity; *Public Relations; Radio; Secondary Education; *Small Businesses; Television Commercials; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on promoting a small business, the 13th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) develop promotional objectives, (2) describe advertising and sales promotional techniques, (3) identify cost factors in the selection of alternative promotional methods, (4) identify sources of promotional assistance and information, and (5) identify the objectives of a public relations program. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 534 CE 035 728

Ashmore, M. Catherine; Pritz, Sandra G.
Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Crime; *Entrepreneurship; Individualized Instruction; *Insurance; Learning Activities; Learning Modules; Policy Formation; Postsecondary Education; Retraining; Risk; *Small Businesses; Units of Study
IDENTIFIERS- *Business Safeguards; *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on protecting businesses, the 18th of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Two competencies are dealt with in this instructional unit, including (1) preparing policies for one's firm that will minimize losses due to employee theft, vendor theft, bad checks, shoplifting, robbery, and injury and product liability and (2) determining kinds, amount, and cost of insurance needed by one's firm. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 628 CS 007 082

Kinzer, Charles K.; Stone, Ruth J.
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Analysis; *Cross Cultural Studies; Elementary Education; *Minimum Competency Testing; Puerto Ricans; Reading Research; Reading Tests; Standardized Tests; *Teacher Attitudes; Testing Programs; *Test Use
IDENTIFIERS- *California; *Puerto Rico

Although minimum competency testing is increasingly popular, there is presently a paucity of information on teachers' and principals' use of and attitudes toward these testing programs. Therefore, a study examined the use and perceived impact of standardized reading tests in Puerto Rico and compared these results to the results of a similar study conducted in California. After being translated into Spanish and slightly modified from a version originally used in California, 75 copies of a 43-item questionnaire were sent to 25 Puerto Rican schools to be filled out by principals and by second and fifth grade teachers. Results pointed toward four general conclusions: (1) tests are valued and extensively used by both principals and teachers in Puerto Rico; (2) province- and district-wide reading assessments in Puerto Rico primarily affect curriculum decisions, particularly on the local school level; (3) Puerto Rican teachers and principals felt that five generally accepted goals of testing programs were being met; and (4) although differences exist in the areas of test preferences and the amount of testing that is acceptable, teachers and principals in California and Puerto Rico are generally similar in their attitudes toward standardized tests. (JL)

ED 228 644 CS 207 432

Lee, Helen C.
A Humanities Context for the Language Arts.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cultural Awareness; *Humanities; *Humanities Instruction; *Interdisciplinary Approach; *Language Arts; Language Usage; Secondary Education; *Teacher Role

Through humanities instruction, students can begin to understand their own culture by examining other cultures. From this examination, students may perceive that some values other than, or even contrary to, their own accepted ones offer meaning, purpose, validity, utility, and beauty. A review of the search for meaning through the humanities offers an opportunity to synthesize the diversities of human experience, rescuing it from such fragmentations as nationalism, elitism, fashion, and fad. While a humanities course may not be taught as a separate subject, it is a sound approach and a productive organizing principle in the language arts. Explorations of language and how it operates discloses keys to the content and manner of humanity, its infinite variety, and the legitimacy and functioning of that variety. Championing the integrative function of humanities, language arts teachers should join forces with teachers of other content areas to create a humanities context for teaching. (HOD)

ED 228 707 EA 015 555

Martin, Betty B.; Quilling, Joan
Positive Approaches to Classroom Discipline.
Home Economics Education Association, Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- Publications, Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036 (Publication A261-08452, $4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavior Change; Classroom Environment; *Classroom Techniques; *Discipline; *Discipline Policy; Elementary Secondary Education; Ethics; Interpersonal Competence; Models; Parent Participation; Positive Reinforcement; Social Development; Student Behavior; Student Rights
IDENTIFIERS- Counselor Administrator Relationship; Human Potential Movement

To provide educators with an alternative perspective on discipline, this handbook examines the concept of discipline, presents four models of disciplinary strategy, and discusses factors related to classroom discipline. After briefly analyzing different definitions of discipline and their positive and negative outcomes, the authors discuss each of the disciplinary models in turn, including the envionmental management model, involving development of a directed learning environment; the behavioral analysis model, involving diagnosing behavior problems and using specific strategies to change the behavior; the humanistic potential model, in which others' feelings and values are stressed to encourage growth and self-development; and the social interaction model, involving helping individuals develop competencies for functioning in society. Guidelines, examples, and research conclusions are provided for each of the models. Four factors affecting the implementation of disciplinary policies are then reviewed, including educators' professional ethics, student rights, parent involvement as partners in discipline, and the relationship between administrators and counselors. A short bibliography is attached. (RW)

ED 228 754 EC 151 100

Davis, Karen R.
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
Rutland Center, Athens, Ga.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 24 Sep 82
GRANT- G008101170
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Demonstration Programs; Early Childhood Education; Educational Therapy; *Emotional Disturbances; Information Dissemination; Multiple Disabilities; Outreach Programs; Parent Participation; Program Development; *Psychoeducational Methods; *Severe Disabilities; *Staff Development; Student Evaluation; Teacher Evaluation; *Technical Assistance; Young Children

Results of the 1981-1982 Rutland Center project in Athens, Georgia, which assists agencies in improving services to seriously emotionally disturbed children (2 to 8 years old), are presented, as are program materials, survey forms, and a newsletter. Outcome data are presented regarding therapeutic classroom services provided to 549 severely emotionally disturbed/mixed handicapped preschool chidren and their parents and teachers at 12 replication sites outside Georgia. Outcome data are also given regarding planning and other technical assistance activities, training workshops, inservice training, program evaluation, information dissemination and demonstration activities; and evidence of parent participation effectiveness and child progress by replication site. Components of the Rutland Center Developmental Therapy Model utilized by each replication site are also covered. Appendices include: a "Developmental Therapy Newsletter" issue, "Developmental Therapy Rating Inventory of Teacher Skills," and "Developmental Therapy Administrative Checklist." (SEW)

ED 228 783 EC 151 637

Monitoring for Effectiveness of Compliance: Master Guide, Part B--Education of the Handicapped Act.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Compliance (Legal); *Data Collection; *Disabilities; Elementary Secondary Education; Evaluation Methods; *Program Evaluation; *School Districts
IDENTIFIERS- Education for All Handicapped Children Act

The monitoring guide is designed to insure that local education agencies (LEAs) are meeting the mandate to provide a free, appropriate public education for handicapped students; and to assist public agencies in complying with applicable statutes, rules, and regulations to maximize program effectiveness. An introductory section offers a policy statement and an overview on how to use the guide. The procedural manual consists of a detailed administrative checklist for the head monitor to employ in conducting an on-site review. Attachments (the fourth part of the first section) include guidelines and forms for such areas as selection of sample school sites and student files, selective monitoring, selection of parents and teachers for interviews and surveys, and staff evaluation of monitoring. A second section outlines monitoring procedures for the following: confidentiality of personally identifiable information, due process procedures, least restrictive environment, program options, physical education, child identification, evaluation, placement/review of placement, and individualized education programs (IEPs). A final section contains the schedules, and forms to facilitate recording and summarizing the findings of work performed. The schedules cover areas which include child identification, student file review, and IEP observation. (SW)

ED 228 431   CE 035 534

Cronin, Roberta C.; Heinsohn, Ingrid
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 81
GRANT- AoA-90-AR-2173
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Aging (Individuals); Case Studies; Consumer Protection; *Evaluation; Facility Case Studies; Facility Guidelines; Guides; Information Dissemination; *Material Development; *Nursing Homes; Older Adults; Research; Research Projects; *Research Utilization; Site Analysis; Social Networks; *Surveys; *Volunteers
IDENTIFIERS- Administration on Aging; *Facility Evaluation

This case study, one in a series of research efforts designed to examine the utilization of the Administration on Aging's research, examines the Nursing Home Information Project (NHIP), which developed a methodology whereby a local organization with access to volunteers could produce a consumer guide to nursing homes in its community. (Three manuals were produced that contain instructions and materials for nursing home assessments.) Illustrative vignettes describe how two broad categories of users have employed the materials: organizations among the original implementation sites that have continued their NHIP-related efforts and organizations uninvolved in the effort to develop the NHIP approach. Examples include revision of original guides and expansion to new geographical areas. Several propositions to improve research utilization that emerged from the NHIP experience and from two previous case studies are discussed: extensive social networking, interventions to boost utilization, and vigorous information dissemination. Four general policy implications suggested by the propositions are then considered. (YLB)

ED 228 445 CE 035 577

Mertens, Donna M.; Seitz, Patricia
Labor Market Experiences of Handicapped Youth.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- G008101605
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Annotated Bibliographies; Databases; *Disabilities; Educational Benefits; Educational Needs; Employment Level; Employment Patterns; Feasibility Studies; *Individualized Instruction; *Labor Market; National Surveys; *Research Utilization; Salary Wage Differentials; Secondary Education; *Vocational Education; *Work Experience
IDENTIFIERS- *National Longitudinal Survey Youth Labor Market Ex

A study explored the feasibility of using the New Youth Cohort of the National Longitudinal Surveys of Labor Market Behavior (NLS Youth) database to examine the effects of vocational education on handicapped individuals. During the study, researchers examined the labor market experiences of 73 handicapped youths who manifested a self-reported limiting health condition, showed four or more credits labeled Educable Mentally Retarded on their high school transcripts, and participated in individualized education programs (IEPs). While such a small sample prevented any firm conclusion on the earnings of handicapped persons, the evidence that is available suggests that handicapped vocational graduates had a higher rate of labor force participation, a higher employment rate, and a lower unemployment rate than did their handicapped nonvocational peers. Based on the study, the NLS Youth database appears to be less than ideal for studying the benefits of vocational education for handicapped persons. In order to study this issue at a national level, a new survey or additional questions on future NLS Youth surveys are needed to investigate handicapped individuals' labor market experiences. Appended to the report are an annotated bibliography and an orientation plan to use the NLS database to examine the labor market experiences of handicapped youth. (MN)

ED 228 459 CE 035 598

Erekson, Thomas L.; Schultz, Robert

Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Sciences; *Behavior Modification; Behavior Problems; *Classroom Techniques; Disabilities; *Discipline; Guidelines; *Mainstreaming; Performance Contracts; Problem Children; *School Shops; Secondary Education; Student Behavior; Token Economy; *Vocational Education

This guide is intended to help vocational teachers to manage student behavior, including that of students with handicaps and behavioral problems, in vocational educational laboratories. The guide is organized into three sections. The first section explains the different types of vocational laboratories (active and passive) and what types of behavior problems may be expected in each setting. The main section of the booklet focuses on tools of behavior management, suggesting techniques teachers can use to manage their classes. These techniques include setting rules, discipline, positive reinforcement, contingency contracting, negative reinforcement, modeling, extinction, and punishment. The final, summary section outlines basic principles of human behavior and summarizes tips for working with behavior problems. Appendixes contain a behavioral self evaluation for teachers and steps for implementing a behavioral strategy. (KC)

Ashmore, M. Catherine; Pritz, Sandra G.
Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; *Business Administration; *Business Education; Career Choice; Costs; Credit (Finance); *Entrepreneurship; *Financial Support; Learning Activities; Secondary Education; *Small Businesses; Success; Units of Study
IDENTIFIERS- *Business Finance; *Program for Acquiring Competence Entrepreneurship

This lesson on financing a business, the eighth in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the importance of financing to the success of a new business; the different types of costs that must be considered when starting a new business (start-up, operating, and personal expenses); major methods of financing a new business (equity financing and debt financing); sources of financing for a new business; and the financial statements that should be included in a business plan. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 522 CE 035 716

Ashmore, M. Catherine; Pritz, Sandra G.
Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Decision Making; *Entrepreneurship; Evaluation; Individualized Instruction; Learning Activities; Learning Modules; *Marketing; Postsecondary Education; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on planning marketing strategy, the sixth of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Four competencies are dealt with in this instructional unit, including (1) using goods classifications and life-cycle analyses as planning tools for marketing, (2) developing and modifying marketing mixes for a business, (3) using decision-making tools that aid in evaluating marketing activities, and (4) evaluating operations to improve decision making about marketing. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

Pedersen, Paul
Integration of Formal, Nonformal and Informal Support Systems.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Counseling Services; *Counseling Techniques; *Counselor Client Relationship; *Counselor Role; Counselors; *Cultural Context; Delivery Systems; Helping Relationship; Mental Health; Models; Psychotherapy; *Social Support Groups

This paper presents a comprehensive three-dimensional view of counseling which incorporates nonformal and informal counseling modes. Several specific issues in cross-cultural counseling are cited and the distinction between the process of counseling and its functions is discussed. Case examples of the use of nonformal and informal counseling modes from Micronesia, Loas, and Samoa are presented to illustrate the effectiveness of clients' natural support systems which the counselor can use in combination with, or instead of, more traditional techniques. A three-by-three matrix of counseling services is presented which uses the three dimensions of counseling, i.e., formal, nonformal, and informal, in an interactive system of the place where the counseling occurs and the methods by which counseling is provided. A simulated role play of a counseling interaction between an Hmong refugee who had lost his traditional network of social support and an interpreter/teacher who implements the three dimensional model is presented. Implications of the use of the three dimensional model are discussed. (JAC)

ED 228 565 CG 016 591

Furukawa, James M.; And Others
Age Effects in Information Processing.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Age Differences; *Aging (Individuals); Cognitive Ability; *Cognitive Processes; Gerontology; *Recall (Psychology); Verbal Learning

Attempts to modify or ameliorate the effects of declining cognitive abilities of the elderly have met with limited success. To focus on the effects of age in cognitive processing capacity (CPC), Furukawa's (1977) CPC test was administered individually to 3 age groups (16-30, 31-45, and 45-60) of 15 subjects each. Speed of processing old and new verbal knowledge and old quantitative knowledge was also examined. Analyses of results revealed that the oldest subjects: (1) had the lowest mean CPC; (2) experienced the most difficulty with verbal knowledge but surpassed younger subjects with quantitative knowledge; and (3) were not affected by proactive interference across four learning lists. Middle-aged subjects surpassed both younger and older subjects in processing antonyms and showed a possible proactive interference effect. The youngest subjects excelled in retrieval of synonyms and in the acquisition of new knowledge. Overall, the strongest correlations between CPC and performance existed in processing new knowledge. (Author/JAC)

ED 228 612 CS 007 061

Stockton, Dorothy
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Academic Aptitude; Cloze Procedure; Comparative Analysis; *High Achievement; Junior High Schools; Junior High School Students; *Low Achievement; Reading Difficulties; *Reading Interests; *Reading Material Selection; *Reading Research; Reading Skills; *Recreational Reading

To compare the self-selection book choices of low achieving junior high school students with those of high achieving students, Title I (low achieving) and honor roll (high achieving) students chose books from the library and were given a cloze test based upon the book chosen before reading it. A cloze score of less than 37% determined that a student had chosen a book at frustration level (level at which a reader recognizes 90% of the words or less or makes less than 50% on a comprehension test). Results showed that low achieving students tended to choose books at their frustration level. The Title I students apparently took books off the shelves with little consideration of their ability to read them. Probably, when they did try to read, they could not understand the book so they put it down. In these instances, reading skills were not developed, but negative attitudes toward reading were. Honor Roll students chose books they could read. Probably, their reading skills were enhanced by reading such books. Thus, skilled readers became more skilled. Appendixes contain copies of the cloze tests, verbal instructions to students, and source books for cloze passages. (HOD)

ED 228 660 CS 504 133

Austin, Bruce A.
Portrait of a Contemporary Drive-In Movie Theater Audience.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audiences; *Communication Research; *Film Industry; *Films; *Outdoor Activities; Popular Culture; *Theaters
IDENTIFIERS- *Audience Analysis

Personal interviews were conducted with drive-in theatre patrons in an attempt to paint an empirical portrait of a contemporary drive-in movie theatre audience. A total of 607 patrons of one Rochester, New York, drive-in were interviewed by trained college undergraduates using a prepared 33-item questionnaire consisting of open- and close-ended questions. Analysis of a question about frequency of attendance was used to divide the sample into 366 "occasional" drive-in goers (once a month or less) and 236 "frequent" attenders (twice a month or more). Further analysis produced among others, the following results: (1) there was no significant difference by attendance group as to type of film attended; (2) opposite sex friends were the most common companions of respondents; (3) "occasionals" were more likely to be employed in white collar and professional jobs and to be college students, while "frequents" were more likely to be unemployed or homemakers; (4) the mean response for education was "completed high school," with occasionals reporting a significantly higher level of education than frequents; (5) 89% of the sample was white, while only 8% was black; and (6) including attendance at "walk-in" theatres, the respondents were indeed heavy movie-goers, particularly the frequents. The results also indicate a decline in the use of drive-ins and their concession stands, not an encouraging sign for the drive-in movie industry. (JL)

ED 228 677 CS 504 177

Stewart, Lea P.
Sexual Harassment as Discrimination: Guidelines for Effective Responses.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Change; Bias; Communication (Thought Transfer); Communication Research; Females; *Models; *Sex Bias; *Sex Discrimination; *Sex Fairness; *Sexual Harassment; Sexuality; Speech Communication
IDENTIFIERS- Theory Development

Sexual harassment is not an isolated phenomenon and should, therefore, not be studied in isolation. Sexual harassment is a form of discrimination and can be studied from a theoretical framework that addresses discrimination. In analyzing sexual harassment as a form of discrimination, it is important to distinguish between prejudice (an attitude) and discrimination (a behavior). A conceptual model can be drawn for the behavior of sexual harassment and the attitude of sexism. Such a model shows that the nonsexist nonharasser or nonsexist exhibits consistent attitudes and behavior. Such a person is not prejudiced against women and treats them accordingly. Nonsexist sexual harassers or naive sexists, although nonsexist, may participate in sexual harassment, or at least not condemn others who participate in sexual harassment because it is institutionally or personally expedient. Sexist nonharassers or closet sexists believe many of the sexist stereotypes about women but in most cases do not act on their beliefs. Sexist harassers or open sexists openly express their beliefs and practice active harassment. Nonsexists and closet sexists present few problems. Neither group is likely to sexually harass women in organizations. An effective strategy against the naive sexist's behavior is direct confrontation, unless the behavior is encouraged by social pressure. The best that can be expected from an open sexist is to change him into a closet sexist. A harasser whose attitudes are sexist should be dealt with differently than a harasser whose attitudes are not sexist. (HOD)

ED 228 693 EA 015 533

Sergiovanni, Thomas J.
Theory and Practice in Education Policy and Administration: An Hermeneutics Perspective. Abridged Version.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Administration; *Educational Policy; Models; *Organizational Theories; Realism
IDENTIFIERS- *Hermeneutics; Normative Statements; Theory Practice Relationship

Educational policy and administration is an applied human science that is a field of both study and practice. As such, it needs a theoretical framework--a theory of practice--for the understanding and informing of administrative practice. A theory of practice would be integrative; would focus on increasing understanding and improving practice, on action toward goals, and on aspects unique to educational policy and administration; and would be concerned with what "is," what "ought" to be, and what these mean. A theory of practice must include meaning, because educational policy and administration is a cultural activity and cultural activities are understood only by knowing their meaning. Meaning is arrived at through hermeneutics, the art of interpretation. An example concerning a hypothetical conflict-management situation shows how hermeneutics helps to find meanings. A theory-of-practice approach would include four viewpoints generated by combining two perspectives (practical and theoretical) with two types of knowledge (descriptive and normative). Hermeneutical inquiry would involve not only answering questions about the hypothetical conflict from each of the four viewpoints but also examining the relationships among the viewpoints' questions and answers. As hermeneutical inquiry was repeated, understanding of the conflict would increase. (RW)

ED 228 722 EA 015 572

Smith, Patricia K.
Tutoring: A National Perspective.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cross Age Teaching; Elementary Secondary Education; *National Surveys; Peer Teaching; Remedial Instruction; *State Programs; Trend Analysis; *Tutorial Programs; Tutoring; Volunteers

To determine the trend of school tutoring programs in the states, a survey letter was sent to all 50 state superintendents of public instruction. Of the 48 replies received, 8 states indicated they have some type of statewide program, and 41 reported local tutoring programs. An analysis of the data led to several conclusions. There appears to be a trend toward tutoring at the state or local levels, though at both levels programs are very diverse, ranging from programs for juvenile offenders to those for Native Americans, to those for low achieving elementary students. Many tutoring programs focus on reading, including federally funded prorams such as Title I. Most states use adults as tutors, though peers or older students are also utilized. Several nationally recognized volunteer groups, such as the Laubach Literacy Program, are used at district or local levels. The authors conclude that tutoring programs are beneficial, especially to students who need extra individual attention, and are so diverse as to allow districts to choose programs to meet their unique needs. A summary of the responses from each state concerning its tutoring programs is included. (JM)

ED 228 739 EA 015 589

King, A. L.
An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 400-80-0107
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Compliance (Legal); Desegregation Litigation; *Desegregation Plans; Elementary Secondary Education; *Inservice Teacher Education; *Multicultural Education; *School Desegregation; School Districts

Summarizing a longer companion report, this paper outlines a study concerning educational components in court-ordered desegregation plans in six southwestern states. Twelve components were examined, including inservice education and multicultural education. Data were collected by examining desegregation court orders and district plans for 15 sites. Researchers concluded that court orders or district desegregation plans in this region do not specify educational components in sufficient detail. The author recommended that court orders and district plans should mandate and briefly outline desegregation-specific training and multiethnic programs. (Author/JM)

Ashmore, M. Catherine; Pritz, Sandra G.
Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; Educational Resources; *Entrepreneurship; *Goal Orientation; Learning Activities; Learning Modules; Management Games; Managerial Occupations; Motivation; Needs Assessment; Postsecondary Education; Secondary Education; Self Actualization; *Self Evaluation (Individuals); *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on determining one's potential as an entrepreneur, the second in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) list their entrepreneurial skills, (2) determine what motives they may have for starting their own businesses, (3) evaluate the different types of business opportunities that relate to their personal entrepreneurial skills, and (4) identify the best type of business for their motives and skills. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 581 CG 016 607

Ulin, Richard O.
Teaching and Learning about Aging. Developments in Classroom Instruction Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1826-5
PUB DATE- 82
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1826-5-00, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Development; *Aging (Individuals); *Aging Education; Biology; Economic Factors; *Generation Gap; History; *Older Adults; Psychology; *School Role

This booklet is intended to be a discussion document for teachers who are concerned with the specialized interests of the aging. The seven chapters are: (1) Aging: What's the Fuss All About?; (2) What Do the Young Know of Aging?; (3) Can Aging be Taught?; (4) Are the Schools Too Busy?; (5) Aging: What is There to Learn and Teach?; (6) What Has Been Done? Recent Curricular Developments; and (7) Aging Education and the Generation Gap. Chapter five is divided into seven sections that discuss the biology of aging, the psychology of aging, the historical perspective on aging, the politics and economics of aging, a sociological perspective on aging, literature and aging, and a cross-cultural perspective on aging. An eight page reference section is appended. (PAS)

ED 228 597 CG 016 624

Lumsden, Alec; And Others
Attributions of Responsibility for the Outcomes of Competitive Events.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Athletics; *Attribution Theory; Bias; Cognitive Processes; *Competition; Foreign Countries; *Motivation; Participant Characteristics; Performance; Responsibility; *Success
IDENTIFIERS- Canada

Previous laboratory research has found that people take more personal responsibility for their performance following success than failure. To extend these findings of a self-serving bias to real-world competitive settings, two field studies were conducted, one with 27 intramural basketball teams and one with 20 pairs of squash players. Players attributed more responsibility to the winners than to the losers for the game outcome. Subsequent laboratory research using observer subjects demonstrated that false information about the outcome of a sporting event was sufficient to produce biased responsibility judgments. Similarly, observers attributed more responsibility to winners than to losers for the outcome of such real world events as wars and economic competitions. The observer data suggest that non-motivational factors are involved in the differential attribution of responsibility to winners and losers. Observers may presume that both parties in a competition intend to win and that more responsibility is given to the individual or team whose outcomes and intentions correspond. A laboratory study supported this hypothesis. (Author/JAC)

ED 228 389 CE 035 185

Thirumalai, M. S.

Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 81

AVAILABLE FROM- UNIPUB, Box 433 Murray Hill Station, New York, NY 10016 (Set of four, Order No. 0521-UB95--$21.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Adult Education; Adult Educators; *Adult Literacy; Adult Programs; Developing Nations; Enrichment Activities; Faculty Development; Foreign Countries; *Literacy Education; *Material Development; Reading Materials; *Supplementary Reading Materials

IDENTIFIERS- Asia; *Followup Materials; *Pacific Region

This monograph, one of four in a series, contains materials on a particular aspect of literacy training. Developed from reports, papers, and case studies from the Regional Literacy Workshop (November 29-December 20, 1979) held in Udaipur, India, the monographs are suggested for use in training programs for literacy personnel as background materials, an exercise in materials production, or a course of lectures. This monograph focuses on development of followup materials for adult literacy programs. The need for followup materials and the functions and objectives of such materials are discussed. Concepts and principles of followup materials are then addressed, including the role of followup materials in adult literacy programs, types of materials, and the language factor in the production of followup materials. The process of developing materials is considered in terms of the agencies for the development of followup materials, media available for material development, advantages and disadvantages of television and radio, need analysis and problem identification, draft formulation, audiovisual materials, and materials testing. Research, evaluation, and followup activities are also discussed. Sample followup materials are appended. (YLB)

ED 228 403 CE 035 461

Goyen, Loren F.
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
District of Columbia Univ., Washington, D.C. Dept. of Adult Education.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Adult Education; *Adult Educators; Career Choice; College Freshmen; *Demography; Employment Level; Family Characteristics; Family Status; Financial Needs; Financial Support; Graduate Students; Higher Education; Individual Characteristics; Marital Status; *Preservice Teacher Education; *Student Characteristics; Student Educational Objectives; Transportation
IDENTIFIERS- *New Students; *University of the District of Columbia

A study examined the characteristics of new students who were admitted as regular students in the Department of Adult Education at the University of the District of Columbia during the period from the summer semester of 1981 through the spring semester of 1982. To obtain a profile of the students, researchers drew upon data from the students' applications for admission and from a 20-item new-student questionnaire that contained questions on areas such as family status, current employment, educational objectives, participation in organizations, and methods of getting to and from classes. These data were then compared to data from two similar earlier studies. While the three studies do not provide sufficient data to establish any definite trends, they do point to some notable differences among the three groups of students studied. For instance, the proportions of female and part-time students are increasing. There is also an increase in the percent of new students with children. Furthermore, the most recent enrollees are more likely to be highly involved in an organization, employed by a federal or non-governmental agency as opposed to a school system, and more likely to have enrolled in the program for the purpose of getting a teaching position rather than an administrative one. (MN)

ED 228 417 CE 035 513

Heath, Betty
Microcomputers in Marketing Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Guidance; Computer Assisted Instruction; Computer Managed Instruction; *Computer Oriented Programs; Distributive Education; *Educational Needs; *Educational Trends; *Futures (of Society); Higher Education; *Marketing; *Microcomputers; Secondary Education; Teacher Education; Teacher Educator Education
IDENTIFIERS- Distributive Education Clubs of America

Microcomputers are becoming increasingly available in education, especially in secondary education. It is estimated that in 1980, 50 percent of secondary schools had at least one microcomputer or computer terminal available. Within 3 years, there may be 400,000 microcomputers in secondary schools and 50,000 secondary teachers with computing as their main subject. Sales may total $145 million. Microcomputers can be incorporated into marketing education in five major ways: (1) for computer assisted instruction (such as marketing simulations, sales simulations, case studies, and remedial mathematics); (2) as an occupational tool (such as in inventory control used on a job); (3) to simplify record keeping for Distributive Education Clubs of America (DECA) chapters; (4) to help students choose marketing occupations through guidance counseling; and (5) in computer managed instruction. Teacher educators should learn all they can about the use of computers to be able to prepare their student teachers to use them with classes. Ways they can gain knowledge are through workshops and literature, by participating in field studies of manufacturers, and through classes conducted by manufacturers. Although little software is suitable for marketing education at present, many more application programs probably will be available soon. Teacher educators should help their student teachers learn how to judge the suitability of such software. (KC)

ED 228 474 CE 035 624

Chalupsky, Albert B.; And Others

Development and Evaluation of Vocational Competency Measures. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- AIR-81920-12/82-FR
PUB DATE- Dec 82
CONTRACT- 300-79-0735
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agricultural Chemical Occupations; Agricultural Education; Agricultural Machinery Occupations; Allied Health Occupations Education; Auto Mechanics; Business Education; Carpentry; Dental Assistants; Distributive Education; Electronic Technicians; Environmental Technicians; Home Economics; Hospitality Occupations; Needle Trades; *Occupational Tests; Office Occupations Education; *Performance Tests; Physical Therapy Aides; Postsecondary Education; Programers; Sales Occupations; Secondary Education; Technical Education; *Test Construction; Test Reliability; Test Validity; Trade and Industrial Education; *Vocational Education; Waste Water; Water Treatment; Word Processing
IDENTIFIERS- *Competency Tests; Work Habits

A series of occupational competency tests representing all seven vocational education curriculum areas were developed, field tested, and validated. Seventeen occupations were selected for competency test development: agricultural chemicals applications technician, farm equipment mechanic, computer operator, word processing specialist, apparel sales, fabric sales, grocery clerk, hotel (motel) front office, dental assistant, physical therapist assistant, custom sewing, restaurant service (waiter, waitress, and cashier), electronics technician, water treatment technician, wastewater treatment technician, carpenter, and diesel mechanic. Identification of competencies involved development of a task inventory and task verification through interviews in the field. Test items were reviewed by experts representing vocational educators and employers, and the tests were revised and pilot tested. Over 3500 students in more than 150 sites in 37 states participated in the field testing. Contents of the final test packages were a job information (paper-and-pencil) test, a complete set of hands-on performance tests, a Work Habits Inventory (a teaching and counseling tool in job survival skills), and an Examiner's Manual. Test reliability and validity were also investigated, and a wide range of dissemination activities were undertaken to stimulate test usage and additional test development. Appendixes include a copy of the Work Habits Inventory. (YLB)

ED 228 629 CS 007 083

Alvermann, Donna E.
Story Constituents and Children's Strategic Preferences.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Basal Reading; *Classification; Cognitive Processes; Grade 2; *Metacognition; Primary Education; *Reading Comprehension; *Reading Processes; *Reading Research; *Reading Skills
IDENTIFIERS- *Reading Strategies

A study was conducted (1) to determine if children select some strategies more frequently than others to comprehend story categories, and (2) to find out if children are able to talk about what they are thinking and doing as they read stories from a basal reader. Subjects, 30 second grade students reading at grade level, were randomly assigned to read one of two narratives, responding orally at predetermined points. Children's retellings were transcribed and scored. Results indicated that the children were competent in reporting what they were thinking and doing as they read the basal. Specifically, when students read statements from either the initiating event category or the setting category, they reported using elaborative strategies (inference, personal identification, and image); by contrast, a significantly greater number of nonelaborative strategies (literal/paraphrase, self-interrogation, and no response) was reported for attempt, internal response, and reaction story categories. No significant differences in the use of the two kinds of strategies were found for the consequence strategy. (JL)

ED 228 645 CS 207 433

Bogen, Don
Playing Games in the Writing Class: How Exercises Work.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- •Educational Games; Higher Education; Poetry; •Teaching Methods; Writing Apprehension; •Writing Exercises; •Writing Instruction; Writing Processes

Writing exercises are games that can lead to success in the classroom because they are artificial and have arbitrary rules defined by the instructor. By giving students a starting point, a limited task, and the assurance that the writing is, after all, "just a game," exercises can circumvent students' initial anxieties about self-presentation and allow new material to arise inadvertently in the process of completing an assignment. Exercises that involve the recasting of previously written material--changing a personal piece into a dramatic monologue, altering verb tense, rearranging the order of stanzas or sentences--are particularly useful in developing concentration as one specific part of the writing process. Through memorization, students can begin to discover the complex links of sound, imagery, and rhetoric that hold a poem togther. Through the rules of the game of imitation, the students can examine and make use of techniques they would not have been able to use on their own. Furthermore, students completing an exercise can take certain imaginative risks within the boundaries of the task that they would never have considered in their own work. Repetition is another technique for stimulating students' imaginations by pushing "too far." Used correctly, writing exercises not only can help students get started, write imaginatively, and learn the techniques and problems of the craft of writing, but they also can lead to fundamental changes in students' work and their way of approaching writing. (HOD)

ED 228 708 EA 015 556

Jenkins, Robert E.; Woodson, Marvin C.
Reduction in Force: Policy & Procedure in South Carolina School Districts.
Clemson Univ., SC. Coll. of Education.
PUB DATE- Jan 83
AVAILABLE FROM- Publications, Department of Elementary and Secondary Education, College of Education, 400 Tillman Hall, Clemson University, Clemson, SC 29631 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Board of Education Policy; Declining Enrollment; Elementary Secondary Education; Financial Problems; Program Implementation; *Reduction in Force; *School Districts; State Surveys; Tables (Data); Teacher Characteristics; *Teacher Dismissal
IDENTIFIERS- *South Carolina

Starting from a survey of research literature and court cases, researchers conducted a study of South Carolina school districts' policies and procedures concerning reductions in force (RIFs). The literature review indicated some of the conditions necessitating RIFs (such as state financial problems), methods of avoiding RIFs, and criteria for RIF implementation, including seniority, tenure, due process, and desegregation requirements. In the study, 72 of the state's 92 districts responded to a survey asking for copies of RIF policies. Data analysis covered the types of RIF policies, conditions specified as necessitating RIFs, teacher characteristics used as RIF criteria, and methods of applying RIFs. Among the findings were that most districts have RIF policies; that the major conditions necessitating RIFs are financial exigency, declining enrollment, and program changes or elimination; that RIF criteria used most frequently include years in the district, degrees, certification, and evaluations; and that RIF implementation policies usually include recall rights and due process. Thirteen recommendations, with an appendix containing copies of cover letters and the survey questionnaire, are attached. (RW)

ED 228 723 EA 015 573

A Guide for Planning and Construction of Public School Facilities in Georgia. Media Center Facilities. Revised.

Georgia State Dept. of Education, Atlanta.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Furniture; Design Requirements; *Educational Facilities Improvement; *Educational Facilities Planning; Electrical Systems; *Facility Guidelines; Facility Requirements; *Learning Resources Centers; State Standards
IDENTIFIERS- *Georgia

The purpose of this guide is to facilitate the work of Georgia planners in systematically determining the size, nature, and functions of spaces needed for the construction or renovation of media center facilities after the minimum requirements for school media centers established by the Georgia Board of Education have been met. The first section outlines the planning process for media center construction and contains a planning form and a checklist. The next section, on renovation, presents the media center requirements, then describes the facility by major functions with tasks, design considerations, technical considerations, and furniture and equipment outlined for each function and subfunction. The appendices contain the requirements for installing the electronic distribution system, specifications and sketches for media center furnishings, a checklist for selecting basic furniture, a checklist for media center facility evaluation, a glossary, and a bibliography. (MLF)

ED 228 740 EA 015 590

Aguila, Frank D.
Japanese Management Practices: Everything You Didn't Want to Know but Should Have Asked. Preliminary Draft.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Principles; Administrator Role; Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Improvement Programs; Teacher Administrator Relationship; Teacher Participation
IDENTIFIERS- *Japan; *Quality Circles; Theory Z

Educational managers may benefit greatly from adoption or adaptation of Japanese managerial practices, such as "Theory Z," involving developing staff potential and the creation of new incentives. There are at least 17 things administrators can do to utilize the key tenets of Japanese management. These include allowing teachers to "stop the assembly line" whenever a student needs a more specialized learning plan, eliminating waste of materials and time, developing quality circles, improving the administration-teacher relationship, providing lifetime employment assurance, and developing a theme for each school. One of the most important Japanese approaches to management is the quality circle, a small group of workers who meet several times a month to solve common problems and improve the product. This approach can be successful in schools if implemented correctly. Specifically, administrators must (1) view quality circles as part of an overall management approach, (2) look beyond short-term benefits, (3) select people for the quality circle who work in the same area, (4) anticipate difficulties from teachers' unions, and (5) be aware that each particular quality circle functions in a unique way, as well as consider other recommendations. Japanese management principles have exceptional potential, but must be approached with careful analysis of their suitability. (JM)

ED 228 770 EC 151 616

Scott, Norlayne L., Comp.; Tooth, John, Ed.
In the Mainstream: A Bibliography on the Disabled in Manitoba.
Manitoba Dept. of Education, Winnipeg. Dept. of Cultural Affairs and Historical Resources.
REPORT NO.- ISBN-0-86497-063-3
PUB DATE- 82
AVAILABLE FROM- Special Materials Services, Department of Education, Box 6, Main Floor, 1181 Portage Ave., Winnipeg, Manitoba, Canada R3G 0T3 (cassette, no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Accessibility (for Disabled); Athletics; Audiovisual Aids; *Disabilities; Elementary Secondary Education; Fiction; Films; *Mainstreaming; Nonfiction; *Recreation
IDENTIFIERS- Manitoba

The bibliography lists several hundred print and audiovisual references relating to disabilities. Many are written about, or have implications for, Manitoba. Citations are included for four broad areas (sample subtopics in parentheses): general works; types of disabilities (fiction and nonfiction works regarding emotional disorders, hearing impairments, learning disabilities, mental retardation, physical disabilities, and visual impairments); architectural and environmental considerations (recreation, sport, physical education, and transportation); and mainstreaming (general education and employment). Listings are also provided of periodicals; other bibliographies (on children's literature, education, films, and sport and recreation); and agencies, associations, and government departments. In addition to a brief annotation, citations usually include information on author, title, publisher, date, and length (for film). (CL)

ED 228 784 EC 151 638

Parrish, Ronald; Baker, Reginald

North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .

Washington City Board of Education, N.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Literacy; *Computer Science Education; *Gifted; High Schools; Programed Instructional Materials; *Secondary School Mathematics; *Secondary School Science; *Talent

Computer awareness and literacy programs for gifted and talented high school students were developed at two Washington City Schools (North Carolina). At Carteret High School, a variety of computer programs were purchased for biology and physics studies, trigonometry and algebra studies, aptitude and merit exam preparation, basic skills math review, and simulations of space travel and a nuclear reactor melt-down. At Washington High School, an introductory experience with microcomputers was developed that covered historical developments, digital computer design, and computer languages. Additionally, students were taught to use a microcomputer, elementary programming techniques, and the use of loops and subroutines. Class activities included field trips to observe some computer operations. The course was found to be effective under specific conditions, including that students have free access to equipment and that there be structured evaluations. Also included are: a sample program of the final exam; a list of introductory materials and the publisher/distributors; a list of multi-media kits and programs written and stored on a tape cassette or electromagnetic disc and the distributors; a list of magazines and periodicals; and a list of the names and addresses of sources of information on computer equipment, courseware, or curricula. (SEW)

ED 228 460 CE 035 599

Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-125-6
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (Write for price).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Behavioral Objectives; *Competence; *Competency Based Education; *Course Objectives; Educational Objectives; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; Student Educational Objectives; *Teacher Education; Units of Study; *Vocational Education

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. This module is designed to give inservice and preservice vocational teachers skill in writing student performance objectives that spell out for themselves, their students, and prospective employers exactly what is expected of students in that program. In addition, it provides experience in sequencing student performance objectives to ease student learning. The module contains a terminal objective augmented by five enabling objectives. The enabling objectives are linked to six learning experiences each of which contain an overview, learning activities, and a self-check. The final learning experience provides for an actual teaching situation and an assessment by a resource person. A list of the outside resources that supplement those contained within the module is included in the package. (KC)

ED 228 535 CE 035 729

Ashmore, M. Catherine; Pritz, Sandra G.

PACE (Revised). Resource Guide. Research & Development Series No. 240D.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Education; Business Administration; *Business Education; Competency Based Education; *Entrepreneurship; Glossaries; *Information Sources; Postsecondary Education; *Publications; *Resource Materials; Resources; Retraining; Scholarly Journals; Secondary Education; *Small Businesses
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This resource guide contains information on the Program for Acquiring Competence in Entrepreneurship (PACE) materials, a glossary, and listings of sources of information. Introductory materials include a description of PACE, information on use of PACE materials, and objectives of the 18 units for all three levels at which they are developed. An annotated glossary of business terms follows. Sources of information are grouped under six headings: Resources, U.S. Government Publications, Small Business Administration (SBA), Business and Professional Periodicals, Professional and Trade Associations, and Films. The U.S. Government Publications section lists titles under the names of the issuing agencies. Prices and availability are cited. SBA publications are divided into Management Aids (free) or SBA booklets (for sale). SBA office addresses are listed alphabetically by state. The listing of business and professional periodicals cites titles of general business magazines, trade papers, and professional journals that have articles on entrepreneurship and consumer credit. The section on professional and trade associations contains addresses of organizations offering a variety of services to members and others in their specific areas of interest. An annotated listing of films available for purchase or rent from the National Audiovisual Center includes price and film information. Chapter 3 of the SBA 1982 Annual Report is attached. (YLB)

ED 228 550 CG 016 575

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

REPORT NO.- NYSED-82-7205
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Development; *Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Education; *Drug Use; Health Education; Kindergarten Children; Parent School Relationship; Primary Education; School Community Programs; School Role; Self Concept; Skill Development; *Teaching Methods

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the kindergarten level focus on self-image, feelings, group membership, and responsibility for health. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

ED 228 566 CG 016 592

Crowley, Joan E.
Three Generations: The NLS of Labor Market Experience of Women.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; Cohort Analysis; *Employed Women; *Employment Experience; *Employment Patterns; Longitudinal Studies; *Occupational Aspiration; Parent Role; Racial Factors; Reentry Workers; Social Change; *Work Attitudes
IDENTIFIERS- *National Longitudinal Labor Market Surveys

The National Longitudinal Surveys of Labor Market Experience have provided a detailed and continuous record of the employment experience, education, attitudes, and family structure of respondents since the mid-1960's. The experience and attitudes of women who have participated in the NLS reflect social as well as demographic changes. A review of findings about trends affecting women's employment shows a steady increase in the proportion of women working after they have children, especially among whites. Over the years, women have tended to accumulate more labor force experience, to get more education, and to have fewer children. Attitudinal barriers to employment for women have been reduced, in large part in response to women's actual labor force experience. Older women seem to be particularly vulnerable to economic bad times. Extreme occupational sex segregation continues. Increases in the rate of childbearing among teens, especially blacks, may prevent them from sharing the improvements in labor market status and earnings of women as a whole. (Author/JAC)

ED 228 582 CG 016 608

Moskowitz, D. S.; Wielgus, Mark S.
Youths at High Risk for Unemployment: Evaluation of an Intervention Program.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; *Communication Skills; *Employment Programs; High Risk Persons; Interpersonal Competence; Intervention; Minority Groups; Motivation; *Program Effectiveness; *Skill Development; Unemployment; Youth Problems; *Youth Programs
IDENTIFIERS- *Project Youth

Project Youth, an eight-week workshop for poor minority youths, used theatre exercises to improve participants' communication and self-presentation skills in order to improve their ability to work with others. To evaluate the effectiveness of the program, a 2-phase study was conducted using a sample of participants (N=32) from 15 to 21 years old. All were Black or Hispanic with low family income. In the first phase, information was collected from workshop directors who completed questionnaires about participants' abilities and interpersonal skills at multiple points during the program. In the second phase, participants were compared in a simulated job interview to youths who had recently completed a more typical work experience program. Assessments of the participants during the program indicated steady improvement in work habits, decisivenss, and initiative. Comparison with youths who had acquired work experience indicated that the intervention group had greater verbal expressiveness and better interpersonal skills. Both groups were equally deficient in motivation. While the Project Youth intervention did improve aspects of participants' interpersonal behavior, additional work is needed to improve youths' motivation and increase favorable hiring decisions. (JAC)

ED 228 613 CS 007 062

Gillham, Bruce
Reading through the Curriculum.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum Development; Curriculum Problems; Educational Principles; *Educational Research; *Educational Theories; Educational Trends; Futures (of Society); *Literacy; *Reading Instruction; Reading Materials; *Relevance (Education); *Research Problems

On the one hand, the social science tradition of imitating hard scientific methodology has led to a situation in which much research has little to offer the real and complex world of the practicing teacher. On the other hand, some educators measure education by the angle of students' heads and the quality of their graffiti in the washroom. Most school textbooks reinforce the idea that students should be passive and that knowledge should simply be given to them. Some presumptions and values about reading, language, and educational development also hinder effective teaching. The unreality of much educational research is reflected in the nature of the reading curriculum being offered to students. Educators' assumptions do not match the needs expressed by young people. An obsession with "good" books is a form of censorship, excluding much material that may promote literacy and differing points of view. Rather than a mechanical literacy, the future requires a literacy that promises intellectual freedom and an opening of the mind. (JL)

ED 228 661 CS 504 136

Stacks, Don W.; McMahan, Eva M.
Predictive Models of Cognitive Complexity and Language Use.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Communication Research; *Descriptive Writing; Higher Education; Interpersonal Relationship; *Language Usage; *Models; Sentence Structure; *Syntax; Undergraduate Students

In a study conducted to examine the impact of language choice on cognitive complexity (the number of constructs in a person's interpersonal construct system), 93 undergraduate students completed a role category questionnaire that asked each subject to write a description of two people they knew. In one case that description was to be of a well-liked person; in the other, however, the stimulus person was to be someone they disliked. Subjects were asked to include characteristics of that person that were both distinguishable and unique. Results showed that as the number of clauses, the amount of perceptual cognitive activity, and the frequency of unsensed modifiers referring to qualities or quantities increased, so too did cognitive complexity. Cognitively complex subjects saw people and described their environment and those within it in finer degrees of distinction, used more language units to describe what they saw, and used more modifiers that cannot be sensed. On the other hand, cognitive complexity was inversely related to tense verbs, the qualification of verbs, the subjective mood, and the relative frequency of nouns and pronouns referring to negative others. (HOD)

ED 228 694 EA 015 534

Sergiovanni, Thomas J.
Symbolism in Leadership (What Great Leaders Know That Ordinary Ones Do Not).
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavior Theories; Educational Administration; *Leadership; *Leadership Styles; Modeling (Psychology); *Symbolism; Time Management
IDENTIFIERS- *Leadership Effectiveness; Loyalty; *Symbolic Action

The symbolic rather than the behavioral aspects of leadership are key factors. Research that indicates leaders make little difference to organizational effectiveness has paid too much attention to instrumental and behavioral aspects of leadership and not enough to symbolic and cultural aspects. Schools are not naturally rigid, as is thought, but rather are adaptive and discover or infer their goals from the direction they take. The problem of identifying leadership in schools comes from this limited view of the concept, which is too concerned with such leadership "facts" as objectives, behavior, outcomes, and measurable effectiveness. The substance of leadership actually deals mostly with social meanings in an organization's culture. The chief aspects of such symbolic leadership include leadership selectivity, meaning communicating priorities by managing the attention the leader pays to different things; leadership consciousness, involving the leader's espousing and modelling of purposes, standards, and beliefs; and leadership fidelity, involving the building of staff loyalty to organizational norms and aspirations. All these aspects of symbolic leadership help build "organizational patriotism" and improve organizational performance. (RW)

ED 228 755 EC 151 601

The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.

Chapel Hill Training-Outreach Project, N.C.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- Sep 82

GRANT- G008100792

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Behavior Change; *Demonstration Programs; *Disabilities; *Handicap Identification; High Risk Persons; Intervention; Kindergarten Children; *Parent Participation; Preschool Curriculum; Preschool Education; Program Descriptions; Program Evaluation; *Remedial Programs; Staff Development; Teaching Methods; *Technical Assistance

The Chapel Hill Training-Outreach Project, which provides direct services to handicapped kindergarten children and their families at replication classrooms, is outlined in terms of activities, methods, and outcomes. In addition, assessment measures and newsletter issues are presented. Information is presented on the following program activities. identifying outreach sites and establishing 17 replication classrooms based on the Chapel Hill Model; providing on-site technical assistance; providing direct services to children and their families; providing demonstration sites for other professionals; and collaborating with the Kentucky Handicapped Children Early Education Program. Services, including screening and classroom remediation, and numbers of clients involved at incentive grant sites in Kentucky and North Carolina are indicated, along with outcome data on training areas (i.e., instructional methodology, curriculum, behavior management, and family involvement. Appended materials include: information on community workshop assessments; various evaluation forms; a list of slide/tape program sets; a list of recruitment materials; a learning accomplishment profile for the individual education program; and four 1982 "Outreach" newsletter issues. (SEW)

ED 228 432 CE 035 535

Peterson, Kristina; Heinsohn, Ingrid
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project.
American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
REPORT NO.- AIR-82103-8/82-RP
PUB DATE- Aug 82
GRANT- AoA-90-AR-2173
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Aging (Individuals); Case Studies; Development; *Homeowners; Housing; *Income; Information Dissemination; *Older Adults; Research; Research Projects; *Research Utilization; Social Networks
IDENTIFIERS- Administration on Aging; *Home Equity Conversion Project

This case study, one in a series of research efforts designed to examine the utilization of the Administration on Aging's research, describes the different types of uses of findings of the Home Equity Conversion Project (HECP), which developed ways of converting home equity into usable income. The first chapter describes the project and overviews HECP's research, development, and promotion efforts. The next chapter reviews, through illustrative vignettes, uses of the project by: (1) federal, state, and local policymakers (integration or input into federal and state legislation, provision of assistance, and materials at the local level); (2) six pilot projects (supported by technical assistance, research support, in-kind contributions, and direct grants); (3) the private sector (development of investment packages, presentations on the topic to private firms, and advice to elderly people about conversion options); and (4) the media. Chapter C examines the HECP experience in terms of six propositions for successful utilization: extensive social networking, interventions to boost utilization, vigorous information dissemination, synthesis of previous findings into the research, existence of a large audience of policymakers and practitioners with interest in the topic and a desire to do something about it, and confirmation of study findings by other researchers. Appendixes include information on project products and additional vignettes. (YLB)

ED 228 446 CE 035 579

Kidd, Ross, Ed.; Colletta, Nat, Ed.

Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980).

German Foundation for International Development, Bonn (West Germany).; International Council for Adult Education, Toronto (Ontario).

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Adult Education; Case Studies; Community Programs; *Cultural Context; *Developing Nations; Drama; Economic Development; *Folk Culture; Foreign Countries; *Nonformal Education; Rural Development; Seminars; *Social Change; *Social Environment; Theater Arts

IDENTIFIERS- Africa; Bali; Bolivia; Botswana; Brazil; China; India; Indonesia (Java); Jamaica; Mexico; Sierra Leone; Upper Volta

Case studies and seminar reports are provided that were presented at an international seminar to examine field experiences in using a culture-based approach to nonformal education. Part I, containing an introductory paper and nine case studies, focuses on indigenous institutions and processes in health, family planning, agriculture, basic education, and conscientization. The introductory paper discusses indigenous sociocultural forms as a basis for nonformal education and development. Seven countries are represented in the case studies: Indonesia, Bolivia, Java (Indonesia), Upper Volta, Botswana, India, and Bali (Indonesia). Section II focuses on the performing arts in both mass campaigns and community nonformal education programs. An introductory paper overviews folk media, popular theater, and conflicting strategies for social change in the third world. The seven case studies consider the specific strategies used in Brazil, Sierra Leone, China, India, Mexico, Jamaica, and Africa. Section III contains the seminar reports developed from discussions of the four regional working groups: Latin America, Africa and the Caribbean, South Asia, and Southeast Asia. A summary of plenary discussions is also provided. (YLB)

ED 228 487 CE 035 681

Ashmore, M. Catherine; Pritz, Sandra G.

Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 83

CONTRACT- 300-78-0032

AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Behavioral Objectives; Business Administration; *Business Education; Career Choice; *Contracts; Definitions; *Entrepreneurship; Learning Activities; *Legal Responsibility; Secondary Education; *Small Businesses; Units of Study

IDENTIFIERS- Business Law; *Program for Acquiring Competence Entrepreneurship

This lesson on dealing with legal issues, the ninth in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are covered in the unit: the importance of a basic understanding of legal issues when owning or managing a small business, the meaning of the term "contract," the conditions that call for a written contract, and the essential components of a contract. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 511 CE 035 705

Ashmore, M. Catherine; Pritz, Sandra G.

Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; Business Skills; Career Choice; *Consumer Economics; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; *Merchandise Information; Merchandising; Postsecondary Education; *Salesmanship; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on managing sales efforts in a small business, the 14th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) list sources of product/service information, (2) describe customer buying motives, (3) list and discuss the basic types of customers to which the business will appeal, (4) demonstrate the process of selling, and (5) discuss sources for finding new customers. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 523 CE 035 717

Ashmore, M. Catherine; Pritz, Sandra G.

Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 83

CONTRACT- 300-78-0032

AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; Contracts; *Entrepreneurship; Feasibility Studies; Individualized Instruction; Learning Activities; Learning Modules; Postsecondary Education; Retraining; *Site Analysis; Site Development; *Site Selection; *Small Businesses; Transportation; Units of Study

IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This individualized, competency-based unit on locating businesses, the seventh of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Four competencies are dealt with in this instructional unit, including (1) analyzing customer transportation, access, parking, and so forth, relative to alternative site locations; (2) completing a location feasibility study for one's business; (3) determining the costs of renovating or improving a site for one's business; and (4) preparing an occupancy contract for one's business. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 598 CG 016 625

Cicirelli, Victor G.
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly.
SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication (Thought Transfer); *Family Relationship; Family Structure; Gerontology; *Older Adults; *Parent Child Relationship; *Siblings; Social Support Groups
IDENTIFIERS- *Life Review; *Reminiscence

Relationships with family members have been shown to be important in old age, both with adult children and with elderly siblings. Through shared memories such relationships may help with the life review (a process in which there is a detailed reconsideration and evaluation of personal experiences throughout life). To compare the differences in patterns of reminiscence between elderly siblings, and between elderly adults and their children, 127 parent-child and 93 sibling relationships were studied using in-home interviews. Analyses of results confirmed that reminiscence about old times was significantly greater in sibling relationships. In parent-child communication, other family members were the most frequent topic of discussion, followed by the parent's health. Results also showed that sibling reminiscence was greater, the fewer the number of living siblings remaining in the family. The findings suggest that reminiscence can be used to clarify and validate past events, resolve conflict, and diminish rivalry. (JAC)

ED 228 678 CS 504 178

Gudykunst, William B., Ed.
Intercultural Communication Theory: Current Perspectives.
International and Intercultural Communication Annual, Volume VII.
Speech Communication Association, Annandale, Va.
REPORT NO.- ISBN-0-8039-1969-7
PUB DATE- 83
AVAILABLE FROM- Sage Publications, Inc., 275 South Beverly Dr., Beverly Hills, CA 90212 (ISBN-0-8039-1970-0, $27.50 cloth; ISBN-0-8039-1969-7, $12.95 paper. SCA members will be given 20% discounts on orders placed through SCA or on special Sage order forms available from SCA.; Speech Communication Association, 5105 Backlick Rd., Suite E, Annadale, VA 22003. $10.36 member price, prepaid.)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Research; Conflict; *Cultural Awareness; Cultural Differences; Foreign Countries; *Intercultural Communication; *Interdisciplinary Approach; Linguistic Theory; Mass Media; Rhetoric
IDENTIFIERS- *Theory Development

The seventh in a series dealing with intercultural communication, this volume is organized around the theme of theorizing in intercultural communication. Papers in the introductory section of the book discuss theory building, cultural assumptions of East and West, and an overview of theorizing in intercultural communication. The second section contains papers dealing with theories based on traditional communication perspectives. Specific topics discussed in this section include rules theory, forming intercultural bonds, a system-theoretic view, and a constructivist approach. Papers in the third section cover new theoretical developments and deal with such areas as mass media and culture, cultural convergence, adaptive intercultural communication, and conflict. Papers in the fourth section discuss contributions to the discipline from other subject areas. Individual papers deal with codes and their contexts, language theory and linguistic principles, culture and the attribution process, and the phenomenological approach. Name and subject indexes conclude the volume. (FL)

ED 228 390 CE 035 199

Welch, Frederick G.
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Dec 79
CONTRACT- 83-8804
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Attitudes; Career Guidance; *Cooperative Programs; *Cost Effectiveness; Dropouts; *Educational Benefits; Employer Attitudes; Job Training; Outcomes of Education; Parent Attitudes; Personality Change; *Program Effectiveness; Program Improvement; Public Relations; Secondary Education; Sex Discrimination; Student Attitudes; Teacher Attitudes; *Vocational Education; Work Experience Programs
IDENTIFIERS- Capstone Programs; Pennsylvania

A study was conducted to develop baseline information about the cost effectiveness of cooperative vocational education to be used in teacher education programs in Pennsylvania. Information gathered included data on cost effectiveness, types of occupations for which students were prepared, the effect of school dropout and youth employment on local labor markets, the public relations effect of cooperative programs, the personality effect on cooperative education students, and the effect on career decision making. Information was gathered from employers, guidance counselors, parents, students, local employment offices, and unit superintendents about six county-wide programs in the state (Clearfield, Erie, Fulton, Lehigh, Schuylkill, and York). Analysis of findings from these data resulted in the following conclusions, among others: (1) cooperative vocational education is very cost effective from the point of view of employers, guidance counselors, parents, students, and school administrators; (2) cooperative education has a positive effect on youth unemployment and school dropouts; (3) state employment offices see cooperative education students taking jobs that could go to older workers; (4) cooperative education programs tend to discriminate by sex; and (5) cooperative education tends to reduce the need for teachers. Recommendations were made for expanding cooperative education to more females, increasing training of teachers involved in the programs, offering more career exploration programs earlier, expanding public relations consciousness, and making more efforts to keep vocational education in tune with changing technologies. (KC)

ED 228 404   CE 035 467

VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Research and Evaluation.

SPONS. AGENCY- Pennsylvania State Dept. of Public Welfare, Harrisburg.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Guidelines; *Individualized Education Programs; Inservice Teacher Education; Models; Program Development; Program Implementation; Questionnaires; Records (Forms); Secondary Education; State Programs; *Student Evaluation; *Student Placement; Vocational Education; *Vocational Evaluation
IDENTIFIERS- Pennsylvania; *Special Needs Students; *Vocational Educ Evaluation and Assessment Process

This handbook is intended to instruct school personnel in the use of the Vocational Education Evaluation and Assessment Process (VEEAP) with secondary special needs and handicapped students who are being considered for placement in vocational programs. (Designed to ensure that each special needs student receives a comprehensive vocational evaluation, the VEEAP model provides for an individualized evaluation and assessment process by an evaluation team made up of special education staff from the local school district or intermediate unit, special education coordinators from the vocational-technical programs, and counselors from the local Office of Vocational Rehabilitation.) Covered in the individual sections of the handbook are the following topics: the relationship between the VEEAP and the Individualized Education Program (IEP), the VEEAP team, the VEEAP model, the preparation and assessment phases of the process, placement decisions, program planning, and program implementation. The two appendixes to the guide contain a stock clerk and materials handling work exploratory report form, an exploratory test, and a chart comparing commercial evaluation systems. Also included in the guide is a removable set of suggested forms that can be used for duplication. (MN)

Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-121-3
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (Write for price).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Accident Prevention; Behavioral Objectives; Case Studies; *Competency Based Teacher Education; Federal Legislation; Guides; Instructional Development; Instructional Materials; *Laboratory Safety; Learning Modules; Material Development; Occupational Safety and Health; Postsecondary Education; Program Development; *Safety Education; *Safety Equipment; School Safety; *School Shops; Secondary Education; State Legislation; Teaching Skills; *Vocational Education

One in a series of 127 performance-based teacher education learning packages focusing on specific professional competencies of vocational teachers, this learning module deals with providing for student safety. It consists of four learning experiences. Covered in the individual learning experiences are the following topics: providing for student safety needs (safety consciousness; general safety regulations; tool and equipment safety; general housekeeping; personal habits; personal protective equipment and apparel; recordkeeping; and national, state, and local agencies); preparing a safety handbook based on applicable local, state, and federal safety laws and student performance objectives; providing for student safety needs and analyzing the performance of other instructors in providing for student safety needs in simulated classroom situations; and providing for student safety in an actual teaching situation. Each learning experience contains an objective, required and optional learning activities, and feedback activities. (MN)

ED 228 500 CE 035 694

Ashmore, M. Catherine; Pritz, Sandra G.
Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; *Planning; Postsecondary Education; Secondary Education; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on developing the business plan, the third in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) recognize how a business plan contributes to entrepreneurship and (2) review the questions that should be answered in a business plan. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 630 CS 007 085

Conway, Grace; Mechler, Geraldine
A Study of How Basal Readers Reflect Family Living Styles.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Basal Reading; Childrens Literature; *Content Analysis; Elementary Education; *Family (Sociological Unit); *Family Life; Fiction; *Life Style; Reading Research; Sociocultural Patterns; *Textbook Research

To determine how basal readers reflect the different kinds of family living found in American society today, information was gathered through an analysis of 462 stories relating to family life in eight basal reading series in grades one to six and a single series in grades one through three. Only fiction stories about children were used. The survey form included the following categories: two-parent families (two biological parents, one biological and one step-parent, two adoptive parents, and foster parents), one-parent families (mother only, father only, one adoptive parent), and significant adult (custodial relative, grandparents, babysitter, teacher). Also noted were the number of siblings; location of the story; employment status of mother; whether divorced, deceased, or never married parents were mentioned; and whether references cited were in picture or in text. Results showed that the two-parent family was the most prevalent, comprising 53% of the total stories. Only 19% of the families were portrayed as one-parent families. Divorce was mentioned only three times and the death of a parent only once. Only 16% of the family stories depicted a working mother, and the greatest reference to significant adults was to grandparents. In summary, the study concluded that the typical American family is being portrayed as having two parents and two children living in a house in the suburbs. (The survey form is included in the appendix.) (HOD)

ED 228 646 CS 207 434

Kurth, Ruth Justine; Stromberg, Linda J.

A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescent Development; Developmental Stages; *Discourse Analysis; *Error Analysis (Language); Secondary Education; *Sentence Structure; *Syntax; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- *Syntactic Complexity; Syntactic Maturity

A study examined sentence production errors and syntactic complexity in students' writing in two modes of discourse and at three grade levels. Subjects, average and high developmental students enrolled in seventh, ninth, and eleventh grade classes, each wrote two compositions, one in the descriptive the other in the persuasive mode. Data analysis consisted of two parts, first a study of the relationship among syntactic maturity, grade level, sentence error rate, and developmental level within grade level; then a descriptive error analysis of two types of sentence production errors--sentence fragments and run-on sentences. Among the many results of the analysis were the following: (1) a positive relationship existed between composition length and age and student ability; (2) mode of discourse had an effect on syntactic complexity and length of composition, as well as on the number of run-on sentences; (3) the oldest students and students in higher within-grade groups made fewer sentence errors; (4) developmental differences between high and average groups were present in error rates and length of compositions; and (5) the relationship between a sentence fragment and an accompanying sentence was usually between the fragment and a preceding sentence. (FL)

ED 228 724 EA 015 574

A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature.

Texas Education Agency, Austin.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Cost Indexes; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Fiscal Capacity; *Property Taxes; *School Support; School Taxes; State Aid; State Surveys; Tables (Data); Tax Allocation; Tax Effort; *Tax Rates; Teacher Salaries
IDENTIFIERS- *State Aid Formulas; *Texas

Three basic issues were examined in this study: (1) the variance in the purchasing power of the dollar among Texas school districts, (2) the variance in local property tax burden among Texas school districts, and (3) consideration of alternative Texas school finance formulas. Data used were from the data banks of the Texas Education Agency and from other agencies and from a questionnaire distributed to a sample of 524 districts. To address the first issue, cost-of-living and cost-of-education indexes were compiled for Texas education service center regions and counties. Because of lack of data and inconsistencies in the two indexes, however, the authors caution against using these indexes alone as bases for conclusive decisions about school finance. Regarding the second issue, researchers found large disparities across the state in tax burden and tax dollars available for education, with the richest district being 933 times wealthier than the poorest. Related to the third issue, the study centered largely on personnel compensation and equity. Findings indicated that most current problems could be solved by adjustments to present formulas rather than by new formulas. Researchers concluded by recommending an additional, more adequately funded study. (JM)

ED 228 771 EC 151 617

Adapting the Physical Education Program for the Student with Special Needs: A Supplement to the K-12 Physical Education Curriculum Guide.

Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-86497-097-8
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adapted Physical Education; Athletics; *Disabilities; Elementary Secondary Education; *Physical Activities; *Physical Education; Student Placement; Teaching Methods

The booklet is designed to acquaint the physical education specialist, classroom teacher, special educator, and administrator with the importance of physical education for handicapped students. An initial chapter addresses movement's effects on cognitive, affective, and psychomotor development. A second section outlines definitions of the major handicapping conditions, while the third chapter provides general teaching suggestions and specific ideas for teaching variously handicapped students. Modifications in aquatics, dance, bowling, archery, badminton, and outdoor pursuits are listed for specific handicaps. Considerations involved in least restrictive placement are followed by a discussion of screening procedures and evaluation instruments. A final section touches upon forms, equipment, and resources. (CL)

ED 228 785 EC 151 639

Brooks, Mary L.; McGrady, Katherine K.
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
Durham City Schools, N.C.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Biology; *Ecology; *Entomology; *Gifted; High Schools; Junior High Schools; Learning Activities; Lesson Plans; *Secondary School Science; *Talent; Units of Study

Overviews of two biology units for junior and senior high school gifted and talented students are presented. The Durham North Carolina City School units are entitled, "The Identification, Collection, and Control of the Japanese Beetle through the Growth of Roses and Lawn Care" and "Treasure along the Nantahala River." The first, an entomology unit for seventh and eighth grade students with a basic knowledge of science, is outlined in terms of learning activities, research paper topics, laboratory experiences, and materials and equipment. A sample laboratory lesson plan is presented, which includes objectives, assignments, and required readings. Lists of expenditures and references for the entomology study unit are also provided. The second biology unit, for 10th grade, is used in conjunction with an ecological investigation of the Appalachian mountain area. The unit is outlined in terms of the overall purpose; specific objectives; the plan of action; student activities before, during, and after the field trip; and the evaluation of students. Objectives of the ecology unit include: developing appreciation of the biological significance of the river area; learning how biology is related to many disciplines; learning to distinguish right and left brain thought patterns; and recognizing the personalities and talents of other participants. (SEW)

Adam, Felix, Ed.; Aker, George F., Ed.

Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.

Florida State Univ., Tallahassee. International Inst. of Andragogy.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Adult Basic Education; Adult Development; Adult Education; *Adult Learning; *Adult Students; Aging (Individuals); *Cognitive Processes; Educational Gerontology; Learning Modalities; *Learning Theories; Lifelong Learning; Mastery Learning; Memory; Postsecondary Education; *Psychophysiology; Student Needs; Teaching Methods
IDENTIFIERS- *Andragogy

This publication, the first in a series on theory, innovation, and practice in andragogy, is a reproduction of two papers first published in 1971 by Coolie Verner and Catherine V. Davison. The first paper in this booklet explores psychological factors in adult learning and instruction, while the second discusses physiological factors. In the five sections of the first paper, the authors discuss learning and instruction as processes, the stages and conditions of learning and instruction, remembering and forgetting, and tips for designing and managing instruction, and include a list of references. The physiological factors explored in the second paper are the aging process, vision, hearing, learning, and performance (psychomotor skills and verbal communication). Their impact on adult learning is the focus of the study, which also includes a summary and references. (KC)

ED 228 475 CE 035 625

Siebert, Leo N.; Pierce, Greg
Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
SPONS. AGENCY- Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.
PUB DATE- 81
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Teacher manual--$13.00 in state, $22.50 out of state; student manual--$12.50 in state, $21.00 out of state).
LANGUAGE- English
EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Curriculum Guides; Electric Circuits; *Electricity; *Electronics; *Industrial Education; *Industry; Learning Activities; *Maintenance; Postsecondary Education; Regional Schools; Safety; Secondary Education; Tests; Transparencies; Units of Study; Vocational Schools
IDENTIFIERS- *Industrial Electricity

This manual provides a basic core of instruction for both industrial electricity and industrial electronics. The information should be adapted and modified to coincide with local conditions and supplemented by the instructor's own methods and materials. The manual includes 6 sections (instructional areas) and 24 units. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section A, Orientation, contains three units: Introduction, Safety, and Hand Tools. The three units in section B, Electron Theory, are Atoms and Materials, Magnetism, and Batteries. Section C, Circuit Theory, includes four units: DC Fundamentals, Series-Parallel, Power, and AC Fundamentals. Meters and the Oscilloscope are the two units in section D, Test Instruments. The nine units in section E, Basic Electronic Components, are Resistors, Capacitors, Inductors, Transformers, Switches and Relays, Vacuum Tubes, Capacitance and Inductance, RC and RL Circuits, and Impedance and Resonance. Section F, Fabricating Skills, has three units: Basic Wiring Techniques, Soldering, and Printed Circuit Boards. (YLB)

ED 228 551 CG 016 576

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

REPORT NO.- NYSED-82-7206

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary School Students; Grade 1; *Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the first grade level focus on self-image and communication skills, responsibility for feelings and actions and making health decisions. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

ED 228 567 CG 016 593

King, Alison

Aesthetic Response: An Overview of Selected Theories and the Postulation of a Model.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTIONS- *Aesthetic Education; *Aesthetic Values; Affective Behavior; Art Education; Emotional Response; Empathy; Evaluation Criteria; Models; *Perception; *Sensory Experience; State of the Art Reviews
IDENTIFIERS- *Aesthetic Response

In response to a growing interest among educators in improving aesthetic education, this paper explores aesthetic response, defined as what happens in the mind and body of a person who encounters an aesthetic object or phenomenon. An initial section overviews the major theories of aesthetic response, including the work of Plato, Aristotle, Freud, Santayana, Bullough, Read, Feldman, Kierkegaard, Bergson, Dewey, and Tolstoy. The works of modern writers in the field such as Madenfort, Chandler, Holden, and Eisner are also explored. The second section of the paper postulates a theoretical model of the aesthetic response in two phases: intuitive apprehension of reality and cognitive apprehension of reality. The eight stages of the cognitive mediation phase of aesthetic response, i.e., preference, critical analysis/evaluation, judgment, the value decision, accommodation, choosing, acting, and ideating-imaging are defined. Conditions which facilitate aesthetic response are discussed. An illustration of the aesthetic response model is included. (JAC)

ED 228 583 CG 016 609

Fleisher, Dorothy; Kaplan, Barbara H.
Effectiveness of a Neighborhood Based Informal Support System.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Gerontology; *Helping Relationship; *High Risk Persons; Home Programs; Human Services; Life Satisfaction; *Neighborhoods; *Older Adults; *Program Effectiveness; Social Cognition; *Social Support Groups; Summative Evaluation
IDENTIFIERS- *Project LINC

Project LINC (Living Independently through Neighborhood Cooperation) was a three year demonstration project designed to enable older people to remain in independent living by strengthening their neighborhood-based informal support systems. To determine if LINC met its goals and reached the elderly population it was designed for, a pre- and post-project evaluation was completed. A correlated t test measured changes in 101 respondents' perceptions over a 6-month period. The project's intergenerational focus was reflected in the age distribution of respondents, ranging from 22 to 91 (75% were over 60). Almost half of the elderly described themselves as being in fair to poor health. Results showed that LINC increased opportunities for socialization and stimulated the exchange of services among neighbors, contributing to an increase in reported life satisfaction. These gains were most notable for the more vulnerable elderly and those in poorer health. A series of eleven tables is included, giving demographic information and a summary of responses to the interview questionnaire. (JAC)

ED 228 614 CS 007 063

Emnet, Marilyn G.
Cognitive Process Instruction: New Approaches to Learning in Science.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Content Area Reading; Developmental Stages; Educational Diagnosis; Educational Theories; Instructional Design; *Learning Processes; *Learning Theories; *Models; Reading Instruction; *Science Instruction

Cognitive process instruction takes a constructivist view of education and emphasizes that students must be actively involved in learning, not merely recipients of information. Four basic descriptive model-building frameworks characterize the work related to cognitive process instruction: (1) a developmental framework, (2) a microanalytic framework, (3) a diagnostic framework, and (4) an instructional or prescriptive framework. Models within a developmental framework provide developmental scales along one or more intellectual dimensions that can be used to map students. Those within the microanalytic framework provide ways of modeling cognitive structure by specifying the manner in which knowledge is organized, the causal mechanism responsible for processing that knowledge, and the mechanism by which the structure evolves in time. Models within the diagnostic framework provide descriptors that are used to diagnose the behavior of a particular subject in a given situation. Models within the instructional framework use different metaphors of the educational situation to justify differing practices. In the kind of science teaching that cognitive process instruction researchers advocate, reading plays a subordinate role, as one source of information among many. (JL)

ED 228 662 CS 504 145

Garrison, Bruce
Technological Developments in Journalism: The Impact of the Computer in the Newsroom.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advertising; Computer Graphics; *Computer Oriented Programs; Facsimile Transmission; Information Retrieval; Information Storage; *Journalism; Layout (Publications); Literature Reviews; *Newspapers; *News Reporting; *Technological Advancement; Telecommunications; Videotex; Word Processing

A review of the literature for the past 7 years reveals that the computer serves several key functions in the newsroom. Its more dominant role is in word processing, or internal copy processing regardless of the source of the copy. Computers are also useful in reviewing documents for content analysis, for survey research in public opinion polls and surveys, and for secondary research of data gathered by other sources. Graphics capabilities have helped reporters to understand complex statistics and reports and have aided advertising. Computerization is directly responsible for increasing the volume of news received by newspapers and even for how news is selected. Another recent development involves pagination, with newspapers laying out news space, headlines, and other editorial content using the computer. Other applications include the use of computerized index data bases for the storage and retrieval of information, facsimile transmission, and the printing of news on videotext. From the review of the literature, it appears that much of the research and develoment of computer applications in the newsroom in the remaining years will center on pagination, improved storage and retrieval of information, further movement toward all-terminal systems, and increased use of satellite technology for wire service transmissions of news. (A selected bibliography on computerization and the newspaper is appended.) (HOD)

ED 228 695 EA 015 541

Beckham, Joseph C.
School Officials and the Courts: Update 1982. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 222-00028; $13.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Administrators; Boards of Education; Collective Bargaining; *Court Litigation; Educational Finance; Elementary Secondary Education; Federal Courts; Religion; School Districts; *School Law; State Courts; Student Rights; Teachers; Torts

This monograph, the fifth in a series, contains summaries and discussion of selected state and federal court decisions handed down during the Supreme Court's 1981-82 term. The cases were selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy-making and practice. Cases of special concern to school officials are grouped according to the following issues and topics: school boards and board members, finance, religion, collective bargaining, administrators, teachers, pupils, and torts. The cases are discussed under descriptive headings within each chapter and the case citations are listed at the end of the volume. A glossary of legal terms is provided. (MLF)

ED 228 709 EA 015 557

Brodinsky, Ben
Boards and Superintendents: How to Have a Healthy Relationship.
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Board Administrator Relationship; *Boards of Education; Decision Making; Educational Objectives; Elementary Secondary Education; *Group Dynamics; *Organizational Effectiveness; Organizational Theories; Problem Solving; School Districts; *Superintendents

Behavioral scientists maintain that a board-superintendent relationship thrives only within a total organization that is sound and healthy. To develop such an organization, agreement should be reached at the onset on what exactly is board policy and prerogative and what is in the administrative domain. A board must develop its goals with the superintendent, and both must know and accept their duties and responsibilities and value the roles and contributions of each. The superintendent supplies the board information from many sources without being asked, and the board disseminates policy statements to the staff and community. A healthy group has developed ways to resolve conflict, or is continually searching for the ways to do it. (MLF)

ED 228 741 EA 015 593

Wright, Linus
Opinion Polls--Do You Know What Your Community Thinks?
PUB DATE- 27 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Surveys; Elementary Secondary Education; Guidelines; Interviews; Measurement Objectives; *Measurement Techniques; *Public Opinion; Questioning Techniques; Questionnaires; Sample Size; Sampling; School Community Relationship

These tips on surveying public opinion are based on the contention that community surveys can be useful to educators who want to know what the community is thinking about education, are ready to respond, and have no qualms about making survey results public. The author first discusses the importance of determination of the community survey's precise goals, such as obtaining information for long-range planning, feedback on programs, or information on the level of school support or changes in opinion trends. He lists pros and cons of several types of surveys, such as printed, telephone, or face-to-face. He also discusses how many people should be surveyed and how they should be selected, contending that a sample of 384 people randomly selected will represent the thinking of any community. Selection and wording of questions is stressed, with admonitions to be brief and clear, and put most interesting questions first. There is a section on how interviewers (either teachers or volunteers) must be selected and prepared. Analyzing and using the results is seen as crucial and is discussed in detail. The views of identifiable segments (such as parents of private school students) must be extracted. The author concludes that surveying is worth the effort, time, and expense required, especially in planning for the future. (JM)

ED 228 756   EC 151 602

OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982.
Western Illinois Univ., Macomb. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 27 Sep 82
GRANT- G008100874
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Consultation Programs; Coordination; *Demonstration Programs; *Disabilities; Early Childhood Education; Educational Objectives; High Risk Persons; *Infants; *Intervention; Parent Education; *Program Development; Program Evaluation; Regional Programs; *Rural Population; Technical Assistance
IDENTIFIERS- Macomb 0 to 3 Regional Project IL

A 1981-1982 performance report of a model child/parent service for rural handicapped and high-risk infants, toddlers, and their families (OUTREACH) is presented. Outcome data and various program materials are presented for the OUTREACH: Macomb 0-3 Regional Project (Western Illinois University), which provides an educational/remediation program, parent education, and assistance in replicating the program in rural communities. For each of the following objectives, information is presented on specific activities and accomplishments: 1) increase program awareness by national dissemination of information; 2) revise and develop instructional, management, and training plans and materials; 3) provide training and technical assistance in establishing and evaluating the project in other localities; 4) provide training and consultation services for working with handicapped young children and their families; 5) participate in national, state, and local coordination and activities related to the education of young handicapped children; 6) monitor and evaluate the quality and effectiveness of program activities; and 7) refine and disseminate model approaches for program activities. Appended materials include: evaluation results; activity announcements and agenda; evaluation forms; a list of fine motor skills, activity examples, and references; proceedings of the 1982 Handicapped Children Early Education Program (HCEEP) Rural Workshop; a directory of HCEEP First Chance Project in Illinois; sample site agreements; and three articles about the project, including a catalog of early education special eduction resources. (SEW)

Lewis, Morgan V.; Fraser, Jeannette L.

Increasing Community Involvement in Cooperative Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *Clearinghouses; *Community Involvement; *Cooperative Education; Educational Legislation; Employer Attitudes; *Federal Legislation; *Incentives; Postsecondary Education; School Business Relationship; School Community Relationship; *School Role; Secondary Education; Vocational Education; Work Experience Programs
IDENTIFIERS- *Community Councils

Existing data on the extent and kinds of present cooperation between schools and employers show that large majorities of employers, educators, and students approve of and are willing to participate in work experience programs. The most recent data from the 1979-80 school year indicate that cooperative programs enrolled only 10 percent of all students pursuing occupationally-specific programs at secondary and postsecondary levels. Almost two-thirds of all seniors had regular part-time jobs, but the work was "youth" jobs requiring few specific occupational skills. The small percentage in cooperative placements does not appear to be due to an unwillingness of employers to provide such opportunities. A 1981 survey of members of the National Association of Manufacturers found that 22 percent already provide work experience for vocational students and an additional 56 percent are willing to do so. Following the presentation and discussion of the data, three methods for increasing private sector employer involvement--through community councils, financial incentives, and use of schools as brokers and clearinghouses--are are discussed in terms of six options that the federal government could pursue at the national level to encourage such involvement. The potential advantages and disadvantages of each of these options are noted. Thirteen data tables are provided. An appendix contains information on six reports of national councils and panels relevant to increased community involvement in cooperative vocational education. (YLB)

ED 228 447 CE 035 580

Miller, John; And Others
Towards a Personal Guidance Base. A Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-01-6
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Agency Role; Career Guidance; Education Work Relationship; *Guidance Centers; *Guidance Programs; *Low Achievement; *Out of School Youth; Postsecondary Education; Program Design; School Role; Technical Institutes; Vocational Education; Vocational Schools; Youth Opportunities
IDENTIFIERS- *England

This report focuses on the organization of guidance provision through a Personal Guidance Base for low achievers aged 16 to 18. An introduction outlines the background to the concept of a local Personal Guidance Base to which young people can turn as they move from school to adult and working life, and identifies its main elements. Opportunities for low achievers aged 16 to 18 are reviewed, and the role of guidance as mediation between the individual and the variety of opportunities open to the individual is examined. A discussion of guidance provides a definition, explores the kinds of activities it may involve, and indicates some of the agencies and individuals who may offer it to young people. Four possible strategies are then explored for implementing within a locality the main features of a Personal Guidance Base. The role that further education colleges might play in relation to each of these four strategies is discussed, and application of similar Personal Guidance Base strategies within further education colleges themselves is examined. The report concludes by reflecting on the processes of change implied by the attempt to implement a Personal Guidance Base. (YLB)

Ashmore, M. Catherine; Pritz, Sandra G.
Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Business Administration; *Business Education; Career Choice; Consumer Protection; *Entrepreneurship; Federal Government; Federal Legislation; *Federal Regulation; Government Role; Labor Legislation; Learning Activities; Secondary Education; *Small Businesses; State Legislation; *Taxes; Units of Study
IDENTIFIERS- *Business Law; *Program for Acquiring Competence Entrepreneurship

This lesson on complying with government regulations, the 10th in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) The following topics are included in the unit: the importance of government rules and regulations to the individual entrepreneur; legislation designed to protect employees, the environment, and consumers; and federal, state, and local taxes affecting small businesses. Included in the lesson are instructional text organized in a question-and-answer format, individual and group learning activities, a case study, and assessment questions. (MN)

ED 228 536 CE 035 732

Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; *Dietetics; Dietitians; Evaluation Criteria; Food Standards; Geriatrics; Hospitals; Learning Activities; Nursing Homes; *Nutrition Instruction; *Older Adults; *Paraprofessional Personnel; Performance; Postsecondary Education; *Quality Control; Test Items; Units of Study; Vocational Education; Workshops

This workshop guide is a unit of study for teaching dietetic assistants to work with quality control in a nursing home or hospital. The objective of the unit is to enable the students to develop and expand a dietetic services administrative and clinical quality assurance program in his or her own institution. Following the unit objective, the unit contains specific objectives (e.g., "to list appropriate personnel to serve on a dietetic services quality assurance committee"), suggested activities (i.e., "to show how to graph performance using transparency 6"), information sheets on aspects of quality assurance procedures, student assignment sheets, answers to the assignment sheets, a comprehensive unit test with answers, and unit references. Topics covered in the unit include quality assurance standards, dietetic services audits, sample outcome and process criteria, analyzing audit results, and auditing and performance schedules. (KC)

ED 228 599 CG 016 626

Bray, James H.; Anderson, Hillary
The Single-Parent Family: A Complex System.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Counseling Techniques; Divorce; Family Counseling; Family Problems; Family Relationship; *Fatherless Family; Literature Reviews; Models; *One Parent Family; Role Conflict; Social Isolation; Social Support Groups; *Stress Variables

Single-parent families have increased dramatically over the past decade, and it is estimated that by 1990, half of all children will have spent at least some time in a single-parent family. This paper briefly reviews the literature dealing with some of the unique problems that single-parent, female-headed families face, including role overload, economic hardship, social isolation, feelings of loss and grief, and problems with the non-custodial parent. The effects of single-parent families on children are also explored, including behavior problems and depression. Several clinical vignettes are presented that exemplify some of the problems psychotherapists see when working with single-parent families. These problems and cases are viewed from a brief strategic therapy orientation model that assumes: (1) problems develop because of interactional rather than intra-psychic difficulties; (2) problems arise out of everyday interactions; (3) problems result from either over- or under-emphasis of an ordinary difficulty; (4) problems are maintained through repeated application of inappropriate or ineffectual solutions; and (5) interruption of inappropriate or ineffective solutions will eliminate the problem. (JAC)

ED 228 679 CS 504 179

Wagner, David L.
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0026
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($4.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Court Litigation; Courts; *Debate; Evaluation Criteria; High Schools; *Justice; Resource Materials; Social Problems

Designed to serve as a framework from which high school debate students, coaches, and judges can evaluate the issues, arguments, and evidence present in sustaining and reforming the U.S. justice system, this booklet provides debaters with guidelines for research on the 1983-84 debate resolutions selected by the National University Continuing Education Association's Committee on Discussion and Debate. Following the presentation of the problem area and the three resolutions, the book's five chapters cover: (1) getting started, a review of useful information on researching the topic of the U.S. justice system; (2) an overview to the U.S. justice system; (3) the criminal investigation resolution; (4) the civil court procedure; and (5) the criminal court procedure. (JL)

ED 228 772 EC 151 618

Bond, Carole L.; Dietrich, Amy
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Mainstreaming; *Special Education; Surveys; *Teacher Attitudes; *Teaching Experience

Surveys regarding attitudes toward special education were completed by 1,232 regular classroom teachers in Tennessee, Arkansas, and Mississippi. Analysis was performed on survey responses and measures of teachers' experience, level of education, number of special education courses taken, class size, number of special education students in the class, attitude toward those students, school size and location, and grade level taught. Significant relationships were found between attitudes toward the special education resource program and attitudes toward special education students. In addition, four factors were significantly related to the special education resource program: number of years of teaching experience, number of special education children assigned to the classroom, coursework in special education, and school location. Over 20% of the attitudes toward the special education resource programs measured in the survey were negative. (CL)

ED 228 405 CE 035 473

Baker, Joe G.
R&D and Technological Change in Coal Mining.
Oak Ridge Associated Universities, Tenn.
SPONS. AGENCY- Bureau of Mines (Dept. of Interior), Washington, D.C.; Department of Energy, Washington, D.C.
REPORT NO.- ORAU-211
PUB DATE- Feb 83
CONTRACT- DE-AC05-76OR00033
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Coal; Development; *Mining; Research; *Technological Advancement; Vocational Education
IDENTIFIERS- *Impact Studies; *Research and Development

This report examines the issue of research and development (R and D) as well as technological changes in coal mining, focusing primarily on deep coal mining from 1970 to the present. First, a conceptual framework for classification of R and D as well as technological change is developed. A review of the literature that gives a mixed impression of technological change follows. Direct measures of technological change--labor productivity, production functions, and coal factor productivity--are examined. Evidence is provided that shows increasing inputs into technological change from research and development efforts during the 1970s. Determinants of technological change in coal mining (i.e., industry structure, long term contracts, and firm resources) are then discussed. Finally, an examination of the impacts of the 1981 Economic Recovery Tax Act (ERTA) leads to the general conclusion that the ERTA will stimulate coal industry R and D innovations. An appendix contains a summary of information received from the research directors of nine mining machine manufacturers concerning their company's past, present, and future R and D efforts and the effect of the ERTA. (YLB)

ED 228 419 CE 035 516

Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 1 Jul 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; Basic Skills; Block Grants; Educational Finance; *Educational Legislation; Educational Needs; Educational Objectives; Educational Planning; *Federal Legislation; Federal Programs; Financial Support; Job Skills; *Job Training; Labor Force Development; National Programs; Needs Assessment; Position Papers; Postsecondary Education; *Public Policy; Secondary Education; Skill Development; State Programs; Technical Education; *Vocational Education
IDENTIFIERS- *Proposed Legislation

This congressional report contains testimony given in relation to the passage of the Vocational and Adult Education Consolidation Act (S. 2325). (The Vocational and Adult Education Consolidation Act is legislation designed to consolidate existing federal vocational and adult education programs, to simplify requirements for states and other recipients participating in federal vocational and adult education programs, and to authorize certain state and national programs for the development of vocational and basic skills for persons whose employment would sustain or improve workforce productivity and economic growth.) Included among those agencies and organizations represented at the hearing were the following: the U.S. Department of Education, the American Vocational Association, the Council for Exceptional Children, the National Council of State Directors of Adult Education, the National Association of State Directors of Vocational Education, the National Education Association, the Nevada Advisory Council for Vocational Education, the United Tribes Educational Technical Center, and the National Coalition for Women and Girls in Education. Also included in the report are an article on sex equity issues in the reauthorization of the Vocational Education Act and a report of the State Advisory Councils for Vocational Education Effectiveness. (MN)

ED 228 512 CE 035 706

Ashmore, M. Catherine; Pritz, Sandra G.
Keeping the Business Records. PACE Revised. Level 2. Unit 15.
Research & Development Series No. 240BB15.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; *Bookkeeping; Business Administration; *Business Education; Career Choice; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Management Information Systems; Managerial Occupations; Postsecondary Education; *Recordkeeping; *Records (Forms); Secondary Education; *Small Businesses; Technical Assistance; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on recordkeeping in a small business, the 15th in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify the sources of assistance in recordkeeping, (2) identify the types of data that can be provided by recordkeeping, (3) describe the uses and types of journals and ledgers, and (4) describe various types of business records. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 524 CE 035 718

Ashmore, M. Catherine; Pritz, Sandra G.
Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CBB.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Business Administration; *Business Education; Career Choice; Competency Based Education; *Cost Estimates; *Entrepreneurship; Financial Aid Applicants; *Financial Needs; Financial Support; Individualized Instruction; Learning Activities; Learning Modules; Postsecondary Education; Retraining; *Small Businesses; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship
This individualized, competency-based unit on financing businesses, the eighth of 18 modules, is on the third level of the revised Program for Acquiring Competence in Entrepreneurship (PACE). Intended for the advanced secondary and postsecondary levels and for adults wanting training or retraining, this unit, together with the other materials at this level, emphasizes the actual application of a business plan. Four competencies are dealt with in this instructional unit, including (1) describing the sources of information available to help in estimating the financing necessary to start one's new business, (2) determining the financing necessary to start one's new business, (3) preparing a projected profit and loss statement and a projected cash-flow statement for one's new business, and (4) preparing a loan application package. Materials provided include objectives, preparation information, an overview, content (with questions in margins that guide the students' reading), activities, assessment forms, and notes and sources. The unit requires using approximately 3 hours of class time. (YLB)

ED 228 552 CG 016 577

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

REPORT NO.- NYSED-82-7207

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary School Students; Grade 2; Information Sources; *Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the second grade level focus on making choices, self-image, social interactions, health and wise use of substances. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

ED 228 568 CG 016 594

Sheldon, Lee; And Others

A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges.

California State Dept. of Education, Sacramento.

PUB DATE- 82

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (1.75 plus tax).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Case Studies; *Compliance (Legal); *Confidentiality; *Counselor Client Relationship; *Counselor Role; Ethics; Legal Responsibility; School Counselors; School Responsibility; Secondary Education; State Legislation; *Student Rights

IDENTIFIERS- *California

This handbook was designed to help school counselors and other personnel, parents, and students to understand the rights and responsibilities of pupils and counselors in the area of shared information. It explains the requirements of several recent California laws dealing with confidentiality in counseling. Situations where the new laws would apply are outlined, and several possible exceptions are noted. The importance of informing parents, students, and staff members is stressed, and a pupil/student confidentiality quiz with answers is included. Compliance with the new laws is illustrated through several hypothetical case studies. The handbook provides a definition section for relevant terms and discusses ethical issues in confidentiality. (JAC)

ED 228 615 CS 007 064

Underwood, N. R.; McConkie, G. W.

Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Apr 83
CONTRACT- 400-76-0116
GRANT- NIMH-MH-32884
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; College Students; *Eye Fixations; *Eye Movements; Higher Education; *Letters (Alphabet); Reading Comprehension; Reading Instruction; *Reading Research; Visual Discrimination; *Visual Perception; Word Recognition

A study investigated the size of the perceptual span within which adults use visual information to distinguish among letters as they read. The eye movements of fifteen college students were monitored as they read passages from a cathode-ray tube. On occasional fixations, letters in specified visual regions were replaced by other letters. The effects of this manipulation were observed on subjects' eye movement patterns. Results showed that erroneous letters lying four or more letter positions to the left of the fixated letter, or eight or more to the right, had no discernible effect on reading. In addition, there was no evidence to indicate that prior research in which letters were replaced on every fixation had underestimated the size of the perceptual span. The fact that the study yielded a smaller estimate of the perceptual span and showed smaller effects from letter replacement than have previous studies can be explained by methodological differences in the aspect of the text stimulus being studied. (Materials used in the study are appended.) (Author/FL)

ED 228 631 CS 007 088

Ackerman, Bonnie

The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTIONS- *Basal Reading; Comparative Analysis; Content Analysis; Elementary Education; *Publishing Industry; *Readability; Readability Formulas; Reading Research; *Textbook Content; Textbook Evaluation; *Textbook Research
IDENTIFIERS- *Fry Readability Formula; *Scott Foresman Company

Fry's Readability Graph was used to determine the readability levels of the 1981 Scott, Foresman and Co. basal textbook series for grades one through six. The readability levels were then compared to those established for the 1978 edition. In the 1981 edition, all stories were handscored. Poems, skill lessons, and plays were not examined in order to conform to the method used to analyze the 1978 edition. In scoring each story, the first 100 words, the middle 100 words, and the last 100 words were studied and analyzed. Results showed that aside from moderate intragrade level increases in difficulty, the readability levels of the 1981 edition were similar to those established in the 1978 edition. Analysis of each basal text revealed a wide variation of grade levels from story to story. Moreover, there was no linear progression of story difficulty within each textbook. Another deficiency was observed in the third grade texts. Their readability levels (4.1 and 4.0 respectively) indicated that the material might be too difficult for the average third grade student. (HOD)

ED 228 647 CS 207 435

Zorko, Leslie
Composition with a Controlling Statement.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Secondary Education; Instructional
Improvement; Paragraph Composition; Teaching Methods; Writing
Evaluation; *Writing Exercises; *Writing Instruction

The "controlling statement," a method of teaching students to write in an organized and efficient manner, consists of three basic parts: the idea, the viewpoint, and the key terms. Once introduced to students, these three parts can be easily used throughout the year (or years) to refer to basic areas within the composition process. This method of composition stresses practice, refinement, and more practice as the levels of difficulty increase. It begins with a single paragraph assignment that introduces the idea of the controlling statement and its three parts. Developing an idea into several paragraphs is the second phase of the composition program. At this point, the introductory paragraph becomes the controlling statement, and each of the key terms becomes a paragraph of its own. When students are comfortable writing with the controlling statement, they can be taught the value and use of an outline to coordinate with it. Next, the same technique can be applied to answering an essay question. A term paper is the culmination of the composition sequence. The final benefit of this teaching method is that it gives objective criteria for evaluating student writing. (JL)

ED 220 663 CS 504 146

Ambler, Bob
A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Anxiety; College Students; *Communication Apprehension; Communication Research; *Comparative Analysis; Higher Education; *Interpersonal Competence; *Interpersonal Relationship; Questionnaires

A special section of a public speaking class at the Universtiy of Tennessee was developed in the spring of 1977 for speech anxious students. The course was designed to incorporate the basic spirit of the regular classes and to provide special training in techniques for reducing nervousness about speaking and in methods for coping with the nervousness experienced while giving a speech. During 1981, students at the beginning of each quarter were administered a questionnaire (FIRO-B) that was found useful as a tool for developing insight concerning the students' interpersonal communication behaviors in another course on interpersonal communication. The questionnaire was based on a theory of interpersonal behavior that posits three different dimensions of ways in which people need or want to relate to other people: inclusion, control, and affection. Each of these need areas includes both an expressed and a wanted component. Comparisons between the expressed and wanted scores on each of the three need areas showed that all subgroups (male and female, nonspeech anxious and speech anxious) wanted more affection than they expressed, but this was particularly true for the females of the speech anxious groups. Furthermore, the speech anxious groups, but not the nonspeech anxious groups, wanted a higher level of control than was expressed. Finally, there were no significant differences between expressed and wanted inclusion for any of the groups, though the difference for speech anxious females approached significance, with the expressed scores being slightly higher than the wanted scores for that group. The data in the study suggest that speech anxious students are characterized by an aversion to, or evasion of, control behavior. The interpersonal orientations of these students, then, present special implications to the speech teacher for developing appropriate anxiety-relieving teaching strategies. (HOD)

ED 228 696 EA 015 542

Gottschalk, Rand; Schmitt, Neal

Innovation Adoption Decisions in Organizations: An Empirical Investigation.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- ISI-7920576-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Adoption (Ideas); *Demonstration Programs; Educational Innovation; Elementary Secondary Education; Financial Support; *Influences; *Innovation; *Institutional Characteristics; National Surveys; Participative Decision Making; Program Implementation; Social Support Groups; Staff Role; Tables (Data)
IDENTIFIERS- *Criminal Justice; Department of Justice; *National Diffusion Network Programs; Role Shift

Research on educational and criminal justice programs sought to clarify the relationship between organizational characteristics and innovation adoption. It focused on the reasons why organizations adopt innovations and the differences in clientele, staff, and decision-making participation between organizations adopting or unaware of an innovative program. Four programs each were chosen from the Education Department's National Diffusion Network (NDN) and the Justice Department's Exemplary Projects Program (EPP). A telephone survey was conducted on a national sample of 187 schools and 131 courts, police departments, and prisons. Variables covered included organizational resources, age, location, size, contact with NDN or EPP, and extent of decision-making participation, as well as four categories of adoption reasons, involving program expense and financial support, changes in roles and role relationships, expected smoothness of implementation, and support from organizational actors. Among the findings yielded by statistical analysis were that adoption reasons varied significantly by program, programs with higher costs had greater organizational participation in the adoption decision, adopters and nonadopters did not differ in staffing or client patterns, and criminal justice organizations were more likely to cite smoothness of implementation as a reason than were educational organizations. (RW)

ED 228 710 EA 015 558

Bachelor, D. L.; Berman, Martin L.
Preparing the Climate for Public Education in Coming Decades.
PUB DATE- 19 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- •Change Strategies; •Community Education; Declining Enrollment; Demography; Depleted Resources; •Educational Change; Educational Trends; Elementary Secondary Education; Enrollment Projections; Futures (of Society); Institutional Cooperation; Postsecondary Education; •Public Education
IDENTIFIERS- Networking

Problems in education have changed from those dealing with growth to the exigencies created by scarcity and retrenchment. The two major sources of scarcity, the long-range demographic changes in society and the changing energy situation, will permanently alter the style and standard of American life. Public education in the foreseeable future will be caught in a squeeze between increasing expenses and a declining clientele. A constructive answer to scarcity is a reconceptualization of the nature and function of schools to embrace community education as a life-long process. To make this adaptation, school management needs to change its organizational concentration from strategy, structure, and systems to that of staff, skills, style, and superordinate goals. Teachers can reconceptualize their traditional roles and be developers of curriculum and coordinators of the efforts of many people. Effective schools also have both public and parental involvement. In the wider political community, management should utilize the practices of networking, coalition building, cooperation, and collaboration. Finally, in stressing superordinate goals, managers must clearly define what it is that education does and develop priorities within that definition. (MLF)

ED 228 725 EA 015 575

Frels, Kelly; Cooper, Timothy T.

A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 82

AVAILABLE FROM- Publications, National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, KS 66606 ($4.95 plus $1.00 postage and handling; on orders over $5.00 include $1.50 for postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Communication (Thought Transfer); Conferences; Documentation; Due Process; Elementary Secondary Education; Guidelines; Principals; Recordkeeping; *Records (Forms); *Reports; Teacher Administrator Relationship; Teacher Behavior; *Teacher Dismissal; *Teacher Evaluation

Provided here is advice to principals concerning the documentation that should be used in the teacher evaluation process and presented at a hearing to support a recommendation for termination. The booklet presents a system of documentation intended to be simple but effective and which can be used in conjuction with any school district's evaluation system or contractual requirements. The documentation system is based on the value of communication, and its goal is to humanize the evaluation and documentation process. Explained in the booklet are several types of written memoranda and when they should be used: memoranda to the principal's file (for recording small infractions or deviations), specific incident memoranda (for recording conferences or significant events), summary memoranda (for recording conferences dealing with several incidents, problems, or deficiencies), and visitation memoranda (for recording observations of teacher on-the-job performance). The assessment or evaluation document is also discussed. Observations on documentation in general and a section on evaluating termination options conclude the booklet. Appendixes contain sample memoranda. (JM)

ED 228 742 EA 015 594

Marx, Gary
Building Support through Successful Coalitions.
PUB DATE- 26 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cooperative Programs; *Educational Cooperation; Educational Improvement; Educational Quality; Elementary Secondary Education; Guidelines; Improvement Programs; School Community Relationship; School Support
IDENTIFIERS- *Coalitions; Consensus

The definition of coalition offered here is "a group of organizations or individuals, often with diverse interests, who come together to achieve a common purpose or deal with a common issue." The author begins by looking at some current coalitions with interests in education such as the Committee for Education Funding or the National Coalition for Public Education. He then suggests that educators ought to consider forming coalitions of community people to promote high quality education locally and in every state. Steps for forming a coalition are listed and discussed, including choosing specific issues to confront, identifying those affected by the issues, convening a meeting, and selecting a chairperson. Guidelines for successful coalitions are offered. Members must (1) be committed, (2) have knowledge of the subject, (3) be able to develop effective strategies, (4) develop a communications network, (5) be positive rather than defensive about the schools, (6) keep community, staff, and board informed, (7) achieve consensus, (8) allow some diversity of objectives among themselves, (9) use the art of negotiation, and (10) be willing to share the glory. Seven problems that may be encountered are listed, including domination by one member, jealousies between members, conflicting goals, and arguments over strategy. The author concludes that the right kind of coalitions can help educators find a common purpose for schools and communities. (JM)

ED 228 786 EC 151 640

Power, D. J., Ed.
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
Mount Gravatt Coll. of Advanced Education, Mt. Gravatt (Australia).
SPONS. AGENCY- Australian Education Research and Development Committee, Canberra.; Australian Schools Commission, Canberra.
REPORT NO.- ISBN-0-909291-15-2
PUB DATE- Jan 81
AVAILABLE FROM- Centre for Human Dev. Studies, D. J. Power, Brisbane College of Adv. Ed., Mt. Gravatt Camp., P.O. Box 82, Mt. Gravatt, Queensland, Australia, 4122 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communication Skills; Curriculum Evaluation; Foreign Countries; *Hearing Impairments; *Instructional Materials; Learning Activities; *Speech Communication; *Teaching Methods
IDENTIFIERS- Australia

Information on curriculum development, teaching methods, and research and evaluation needs for communication curricula for hearing impaired pupils is presented in this report of a Melbourne (Australia) workshop. In addition to summary statements of the workshop sessions, the following two papers are presented: "On the Provision of Authentic Language Learning Environments for Hearing-Impaired Pupils" (D. J. Power); and "Approaches to the Teaching of Language to Hearing-Impaired Pupils" (M. S. Hollingshead). The workshop topics include: principles for communication curriculum development for the hearing impaired; curriculum techniques and materials; features of conversational approaches in language programming; features of activity-based learning approaches for the development of communication competence, a list of 24 materials/curricula for teaching communication competence, a list of 22 materials for evaluating communication competence, criteria for selecting and evaluating instructional material, and an article entitled, "Daily Round Communication Activities Collection" (D. J. Power). (SEW)

ED 228 391 CE 035 206

Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.

Ventura County Superintendent of Schools, Calif.

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF08/PC45 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Classification; Course Descriptions; *Data Analysis; *Data Collection; *Employment Patterns; *Labor Market; *Labor Needs; Occupational Information; Vocational Education
IDENTIFIERS- Census Occupational Classification System; Classification of Instructional Programs; Department of Education; Dictionary of Occupational Titles; Occupational Employment Statistics Program; Standard Occupational Classification

Designed to assist persons who need to compare and use information obtained under various classification systems, this volume links the Department of Education vocational program categories in the new Classification of Instructional Programs (CIP) to the occupations in the Dictionary of Occupational Titles (DOT), the Standard Occupational Classification (SOC), the 1980 Census Occupational Classification, and to the Occupational Employment Statistics (OES) Survey and Standard Industrial Classification (SIC). This edition has three major sections. Covered first are the background behind the development of the code crosswalk, its potential uses and applications, the classification systems utilized in the crosswalk tables, and related references. In the second section, various references are provided, including lists of codes, code relationships and selected code applications from the various classification systems such as the DOT, SOC, Census, OES, SIC, and the CIP. The third section, arranged by major program areas, contains the crosswalk tables of the CIP program codes, titles and descriptors displayed with the related codes and titles from the DOT, the OES survey, the OES survey-based matrix, the SOC, and the 1980 census system. (MN)

ED 228 462 CE 035 601

Wager, Walter
Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
Florida State Univ., Tallahassee. International Inst. of Andragogy.
PUB DATE- Oct 82
LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Adult Basic Education; Adult Development; Adult Education; *Adult Learning; Adult Students; Cognitive Processes; Guidelines; Learning Modalities; Learning Theories; Lifelong Learning; Models; *Motivation Techniques; Postsecondary Education; Student Motivation; *Teaching Methods; *Time Factors (Learning); *Time on Task
IDENTIFIERS- Andragogy; *Carroll Learning Model

This second issue of a series on theory, innovation, and practice in andragogy analyzes some of the instructional variables in adult learning and discusses ways to influence the degree of learning through the application of instructional and behavioral technologies. It unites theory and practice, generating recommendations from the abstract findings of research in andragogy and instructional technology. Some of the findings and recommendations include the following: (1) the key to more effective instruction seems to rest in the applications of instructional and behavioral technologies that have shown themselves to be influences on the degree of learning; (2) Carroll's "school learning model" provides a guide as to how these technologies function in reducing the time needed to learn a particular task or in increasing the time the learner is willing to spend in the learning situation; (3) in this context, technologies such as the study objective, use of the course grade as a study incentive, media use, self-paced instruction, and so on, can be viewed more objectively with regard to one's personal instructional preferences. (The Spanish translation of this monograph is included.) (KC)

Ashmore, M. Catherine; Pritz, Sandra G.
Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Complete set--$120.00; individual levels--$45.00 each; instructors' guides--$14.50 each; resource guide--$7.95; module sets--$35.00 each level; individual modules--$2.50 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Principles; Adult Education; Behavioral Objectives; Business Administration; *Business Education; *Business Skills; Career Choice; *Consultants; Educational Resources; *Entrepreneurship; Learning Activities; Learning Modules; Management Games; Managerial Occupations; Postsecondary Education; Secondary Education; *Small Businesses; *Technical Assistance; Units of Study
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This unit on obtaining technical assistance in a small business, the fourth in a series of 18 modules, is on the second level of the revised PACE (Program for Acquiring Competence in Entrepreneurship) comprehensive curriculum. Geared to advanced secondary and beginning postsecondary or adult students, the modules provide an opportunity to learn about and try out entrepreneurship ideas so that students can make a preliminary assessment of how these ideas relate to personal needs. The units on this level contain detailed explanations of small business principles, suggestions on how to find information and use techniques, and encouragement for creating a future business. Students completing this unit should be able to perform these competencies: (1) identify the technical assistance needed by entrepreneurs and (2) determine what technical assistance they need. The unit is organized into five sections. Following a preliminary section on how to use the unit (with vocabulary and a review of the objectives for this topic on level 1), the unit's information is presented in question-and-answer format. Individual and group activities, an assessment to be completed with the teacher, and sources used to develop the unit follow. A list of the modules of Revised PACE, Level 2 completes the unit. (KC)

ED 228 537   CE 035 733

Geriatric Nutrition Workshop for the Dietetic Assistant.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; Dietetics; *Dietitians; Diseases; Eating Habits; Food; Food Standards; Geriatrics; Learning Activities; *Nutrition; *Nutrition Instruction; *Older Adults; *Paraprofessional Personnel; Physical Health; Physiology; Postsecondary Education; Psychology; Test Items; Units of Study; Vocational Education; Workshops

This workshop guide is a unit of study for teaching dietetic assistants to work with elderly persons. The objective of the unit is to enable the students to apply knowledge of the physiological and psychological effects of aging in providing nutritional care to the elderly in independent living and nursing home situations. Following the unit objective, the unit contains specific objectives (e.g., "to describe the effects of diminished senses on food intake"), suggested activities (e.g., "to invite resource person to speak on community services for the elderly"), unit references, information sheets on specific aspects of nutrition in relation to elderly persons, student assignment sheets, answers to assignment sheets, and a comprehensive unit test with answers. Topics covered in the unit include nutrient needs, the effects of illness on nutrient needs, recommended daily dietary allowances, and individual nutritional care plans, among others. (KC)

ED 228 584 CG 016 610

An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
REPORT NO.- DHHS-ADM-82-1230
PUB DATE- 82
CONTRACT- NIDA-271-77-4512
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Testing; *Consultants; Counselor Role; Crime; *Dropout Prevention; Drug Abuse; *Drug Rehabilitation; *Employment Counselors; *Employment Programs; *Program Effectiveness; Recidivism

It is generally acknowledged that employment is essential to the successful rehabilitation of drug abusers, and several models have been effective in helping drug abuse clients find jobs. To compare two methods of providing employment services to drug abuse treatment clients, the Employment Specialist Study sampled 40 clients at each of 39 clinics in Chicago, Detroit, and New Jersey. Clinics which provided a full-time employment specialist were compared to those providing services through a consultant specialist shared by three clinics, and control clinics with no employment services. Baseline, process and outcome data were collected using 12 different questionnaires and standardized report forms. Most of the study clients were male (79%), black (70%) and between 25 and 40 years old (75%). Data analyses showed clients from clinics with full-time employment counselors were more likely to be retained in the treatment program at least four months, and significantly more likely to be drug free or have diminished drug use at discharge. However, increase in employment was only slightly greater for clinics with full-time specialists than for clinics with no employment specialists. Clinics with consultant specialists were more likely to retain clients than the control groups, but significantly less likely to retain clients than clinics with full-time specialists. Because of the importance of employment to clients, further research is needed to determine how employment specialists might best be used with existing counseling staff. (JAC)

ED 228 600 CG 016 627

Phillis, Diane E.; Allgeier, Elizabeth Rice
Taking the Initiative: A Green Light for Contraceptive Responsibility?
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Assertiveness; Behavior Patterns; College Students; *Contraception; Higher Education; Interpersonal Relationship; Responsibility; *Sex Differences; Sexuality; Social Behavior; Social Cognition; *Student Attitudes; Youth Problems

One explanation for the lack of contraception use among adolescents is that young women may feel embarrassment or rejection by their partners if they initiate the use of contraception. To explore young adults' reactions to contraceptive use, 160 college students evaluated a description of an unmarried young couple which varied the length of time they had dated each other before having sex, gender of person initiating contraception, and whether the use of contraceptives was planned or unplanned. Students were asked to make a number of evaluations from the perspective of the man and woman in the story. Results showed that female evaluators, more than male evaluators, tended to assume that a sexually active woman's partner would have less positive regard for her. Females also typically thought that the man would think less of his partner than a woman would of hers. Male evaluators made no such distinction, but assumed that the man and woman would have equally high regard for one another. Whether or not the woman initiated or planned contraceptive use had little effect upon evaluators' assumptions about her partner's regard for her. The findings suggest that women may be overly pessimistic about males' responses to contraceptively assertive females. (JAC)

Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- UNESCO-ED/MD/63
PUB DATE- 80
AVAILABLE FROM- UNESCO, 7 Place de Fontenoy, 75700 Paris, France (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; *Disabilities; Early Childhood Education; Family Role; *Foreign Countries; *Handicap Identification; Human Services; *Infants; *Intervention; *Normalization (Handicapped); Parent Participation; Young Children
IDENTIFIERS- Argentina; Canada; Denmark; Jamaica; Jordan; Nigeria; Sri Lanka; Thailand; United Kingdom

The status of early detection of handicaps in children as well as teacher/parent awareness and involvement in the intervention process are reported for nine countries as part of a 1978-1979 study conducted by the United Nations Educational, Scientific, and Cultural Organization. Case studies and an overview of case-study findings are presented for the following countries: Argentina; Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand, and the United Kingdom. In addition, attention is directed to the implications of the status of early care for handicapped children for the future development of policies and services in different countries. Important issues include the following: initiating early detection and intervention; the role of the family of a handicapped child; coordination among such bodies as the central government, local communities, and voluntary organizations; normalization of the handicapped; the need to follow detection by active intervention rather that labeling and institutional placement; constraints to the development of early care services; prevention; staff development; and information dissemination. (SEW)

ED 228 448 CE 035 581

Evans, Karen; Brown, Alan
TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
Further Education Unit, London (England).; Surrey Univ. (England).
REPORT NO.- ISBN-0-946469-00-8
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Adult Vocational Education; Curriculum Design; Job Skills; *Job Training; Postsecondary Education; *Program Effectiveness; Program Evaluation; School Business Relationship; *Trade and Industrial Education; Vocational Education; Young Adults
IDENTIFIERS- *England; *TRADEC

This report is a synthesis of an evaluation of the TRADEC (trades education) system to review its distinctive features and to assess its current effectiveness and future potential as a vehicle for the vocational preparation of young adults. (The TRADEC system comprises a family of schemes for the fusion of education and training into a curriculum design applicable to the needs of workers in occupations that do not require substantial training and are not catered for by conventional further education and training provisions.) An overview of the growth of the system is followed by a discussion of the distinctive features of the TRADEC system, including population, parameters of curriculum design, and structure and methodology. Next, the TRADEC approach is compared with other curriculum models. The comparative strengths of the TRADEC model are then examined, namely, acceptability to employers, liaison and the working partnership between the college and the company, acceptability to trade unions, ability to attract and maintain the participation of the intended target, and learner motivation. Divergence between intended and actual system performance as well as the potential of the system to educate and train a wide range of workers are also assessed. (Two data tables are appended.) (YLB)

ED 228 680 CS 504 180

Draper, Mary Jo
Rich News: Metropolitan Dailies and the Urban Poor.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-471
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Advertising; Demography; *Economically Disadvantaged; *Economic Factors; Futures (of Society); *Journalism; Media Research; *Newspapers; News Writing; *Urban Areas; Urban Population; Urban Problems; Urban to Suburban Migration

The migration of people from cities to suburbs, new patterns of advertising, a less homogeneous and unified readership, and increasing competition from other media have produced tremendous pressures on daily newspapers. In responding to these pressures, metropolitan dailies are turning from "hard" to "soft" news, away from their poorer urban readers and toward the more affluent consumers of the "life style" sections. Because advertising has replaced circulation as the chief source of a newspaper's revenue, demography has replaced geography in defining its market. Targeting advertising to "desirable" zip codes may also be replacing any interest in "less desirable" readers. Locked in mortal economic combat, newspapers make little effort to attract poor urban readers, but much effort to court the young consumers of the future. Most likely, tomorrow's newspapers will be targeted for special audiences, though the urban poor are unlikely to be among them. On the bright side, the future holds the promise of prospering community papers (and still threatened metropolitan dailies), national papers such as "USA Today," and even electronic newspapers. (JL)

ED 228 787 EC 151 641

Williams, Peyton, Jr.
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
Georgia State Dept. of Education, Atlanta.

PUB DATE- Aug 82
AVAILABLE FROM- Georgia School for the Deaf, P.O. Box 98, Cave Spring, GA 30124 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Admission Criteria; Compliance (Legal); *Deafness; *Federal Legislation; Individualized Education Programs; Referral; *Residential Schools; School Surveys; *State Schools
IDENTIFIERS- *Education for All Handicapped Children Act

Admission policies and practices for state-operated residential schools for the deaf were studied following the full implementation of Public Law 94-142. Questionnaires were returned by 56 school administrators representing 93 percent of the total number of residential schools for the deaf in the United States. Results include the following: 1) student referrals are based primarily on the degree of hearing loss; 2) 46% of the schools develop an individualized education plan (IEP) prior to placement; 3) local school districts are the major referral source, and 53% of the schools do not accept other sources of referrals; 4) there are no appreciable differences in admission policies/procedures in different regions and in schools with different types of governance; 5) parents are included, as required by P.L. 94-142, in placement and IEP development; and 6) the schools retain a high degree of autonomy in decisions to admit or deny admission to a prospective student. Recommendations include: the schools should clearly identify the type of disabilities, in addition to deafness, that can be served; the legality of the denial of admission should be reviewed; and the school should have the responsibility of evaluating prospective students and developing the IEP. Additional materials included in the document are: specifications for a model admission policy, recommendations for future research, a glossary, a questionnaire, and approximately 75 references. (SEW)

ED 228 801 EC 151 658

Identification and Referral of Young Handicapped Children: The Physician's Role.

Rochester Univ., N.Y.

SPONS. AGENCY- New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
REPORT NO.- NYSED-82-7494
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Auditory Evaluation; *Disabilities; Early Childhood Education; *Handicap Identification; High Risk Persons; Infants; Information Services; Intervention; *Physicians; *Preschool Children; *Referral; Resource Centers; *Screening Tests; Special Schools; State Programs; Vision Tests
IDENTIFIERS- Early Childhood Direction Centers NY; New York; Special Education Training Resource Centers NY

A guide to help physicians identify handicapping conditions in young children and to refer the children to educational and habilitative services at an early age is presented. The first section describes the rationale for early intervention and includes current research that supports and documents the benefits of infant and preschool special education. The second section, on identification and screening, covers medical and developmental screening, legal and medical definitions of handicapping conditions, at risk factors, and screening instruments. For 23 screening instruments, information is provided on publisher, author, purpose, administration time, age range, test items, scoring, standardization, reliability, and validity. Procedures for conducting auditory and visual screenings are also outlined. The final section provides a description of programs and resources that are available in New York State for handicapped infants, preschoolers, and their families. These include Early Childhood Direction Centers, Committees on the Handicapped, family court petitioning, deaf infant programss, state operated and state supported schools, Head Start, and Special Education Training and Resource Centers (SETRCs). Appended materials include the following: brief annotations for 13 publications available through New York State, 90 references, the text of New York State regulations concerning handicapped children, and lists of Early Childhood Direction Centers and SETRCs with mailing addresses and telephone numbers. (SEW)

ED 228 816 EC 151 674

Braunreiter, Tom
Enriched Upper Elementary Language Arts Unit: Logical Thinking, Grades 5-6. Bulletin No. 346-D.
Beloit Public Schools, Wisc.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Critical Thinking; Enrichment; *Gifted; Intermediate Grades; Language Arts; Learning Activities; Lesson Plans; *Logical Thinking; *Problem Solving; Talent

The lesson plans for gifted/talented students in grades 5 and 6 focus on logical thinking enrichment activities. Information on each activity is presented in terms of objectives, entry skills, teacher's approaches, student activities, resources, and followup/evaluation. Among activities described are completing analogies and determining analogous relationships; identifying similarities; learning to be concise; noting inconsistencies; building a case by logically sequencing material; understanding and verifying inferences (through solving "mini mysteries"); identifying and completing syllogisms; and computing probability. (CL)

ED 228 834 FL 013 576

Clark, John L. D.; Johnson, Dora E.
A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- Dec 82
GRANT- G-008103239
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Higher Education; Instructional Materials; *Material Development; *Needs Assessment; Nonschool Educational Programs; Postsecondary Education; *Second Language Instruction; Second Language Programs; Surveys; *Uncommonly Taught Languages

Materials development needs in the less commonly taught languages were surveyed in order to update an earlier conference report and set priorities for the 1980s. Questionnaires were developed for university department chairpersons, instructors, and business language programs. The survey response data are reported on (1) teaching program structure, (2) instructor background and training, (3) classroom activities, (4) instructional objectives, (5) student assessment procedures, (6) use of instructional materials, and (7) needed instructional materials. Recommendations are made regarding Russian and other Eastern European languages; Arabic and other Middle Eastern languages; South Asian languages; Chinese, Japanese, and other East Asian languages; Southeast Asian languages; and Sub-Saharan African languages. In addition, corporate language training and government language training programs were surveyed. The recommendations address the desirability of more intensive language training in these languages, retraining of students who once had a high level of proficiency, follow-up of program graduates, and development of materials emphasizing communicative skills. Questionnaires and survey forms are appended. (RW)

ED 228 850 FL 013 621

Semke, Harriet D.
Correcting Students' Free Writing--Help or Hindrance?
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Communication Skills; German; Higher Education; Holistic Evaluation; Language Skills; Paragraph Composition; *Second Language Instruction; Skill Development; Teaching Methods; Verbal Communication; *Writing (Composition); *Writing Evaluation

An experiment with students in a first year college German course was carried out to study the value of free writing assignments and to discover a feasible and helpful correction method. Research in English composition methodology indicates that extensive teacher's corrective marks have a detrimental effect on a student's progress. Yet, foreign language methodologists have maintained that correction and student rewriting are necessary for progress. This experiment divided 141 students enrolled in eight sections into four groups. A weekly free-writing assignment in the form of a journal was treated in the four groups as follows: (1) no errors were marked, but the teacher made comments and asked questions on the content; (2) corrections were written in the traditional way; (3) errors were corrected and comments on the content were added; and (4) errors were marked by means of a code and corrected versions were required. All groups were given a 10-minute free-writing exercise and a cloze test as pre- and posttests. A covariance analysis of the results showed significant progress in the first group on the cloze test and in writing fluency, and no significant difference between the groups on the accuracy test. An attitude questionnaire revealed favorable attitudes from the first three groups. (AMH)

Cohen, Andrew D.
Reformulating Second-Language Compositions: A Potential Source of Input for the Learner.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Hebrew; Higher Education; Language Research; Learning Activities; *Second Language Instruction; *Writing (Composition); *Writing Evaluation

A feedback technique for second-language compositions is that of "reformulation." This procedure consists of having a native writer of the target language rewrite the learner's essay, preserving all the learner's ideas. The learner then compares this version with the original version, complete with teacher corrections. To determine the benefits of this technique, 53 learners of Hebrew were divided into two groups, a reformulation group and a teacher-correction group. The students were asked to write three compositions over an 8-week period. All students met with research assistants during the 2-month period. The corpus of data for assessment came from eight students in each group. Students, teachers, and research assistants all contributed evaluations. Findings indicate that teacher-corrected compositions were more appreciated and contributed more to student improvement in writing skills. Generally, students also found that discussing their errors with a native speaker (the research assistant) was an advantage. With regard to the reformulation group, there were mixed reactions. Generally, the students were not able to compare the two versions without teacher assistance. One conclusion of the study is that the reformulation technique might be successfully used with conscious learners who would welcome explicit comparisons. (AMH)

ED 228 880 FL 013 669

Mathematics: A Practical View. Volume II, Teacher Edition. Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.00; student edition $2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Context; Educational Games; Intermediate Grades; Learning Activities; *Mathematics Materials; Supplementary Reading Materials; Teaching Guides; Textbooks

The activities in this volume of practical mathematics are intended for the intermediate grades. The manual contains three components which can be structured in different combinations according to different student needs. Built around a review of selected objectives in the mathematics basic curriculum, the material is intended to stimulate interest in both mathematics and the professional world. The first section of each component revolves around challenging and fun problems; the second section deals with practical aspects of math in everyday life; and the third component presents math problems similar to those students will encounter in contemporary life. The activities contain narratives, puzzles, games, and other activities of high interest and low readability. Each section is introduced by a statement of learning objectives, the cognitive and affective domains and levels concerned, materials, key words, and guidelines for implementation. Each section also contains an exercise that is applied to home and community. The student activities include exercises and evaluations based on the mathematical skill reviewed. The skills and life situations dealt with in this volume are the four mathematical operations in the context of transportation, computer area and perimeter in relation to a career goal, and simple interest problems and the role of technology. (AMH)

ED 228 895 FL 013 684

Yalden, Janice

Chicken or Egg? Communicative Methodology or Communicative Syllabus Design.

PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communicative Competence (Languages); Course Objectives; *Curriculum Development; Learning Theories; Material Development; Notional Functional Syllabi; Program Design; *Second Language Programs; *Teaching Methods

A consensus has emerged on many issues in communicative language teaching, but one question that needs attention is the question of what ought to constitute the appropriate starting point in the design and implementation of a second language program. Two positions to consider are the following: first, the development of communicative methodology, and second, the notion that a syllabus should be mapped out, taking into account sociocultural as well as linguistic factors. The first of these includes frameworks which are process oriented and in which methodology is the primary interest; the need for an organizing frame of reference is of secondary importance. The contributions of this approach are in the area of methodology and general classroom principles that govern student interaction. As for the second position, a communicative syllabus design would be regarded as an instrument to be used to coordinate all aspects of language teaching and learning, not to regiment them. In designing communicative syllabi, planners would work on the specifications based on the components of the actual teaching-learning situation, and then choose a communicative syllabus type and prepare appropriate program handbooks. Each of these phases involves following a variety of models and approaches. (AMH)

James, Arthur
Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom.
Open Univ., Walton, Bletchley, Bucks (England).

PUB DATE- 82
AVAILABLE FROM- The Open University, London Region, Parsifal College, 527 Finchley Road, London NW3 7BG, England.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Administration; College Programs; *Comparative Education; *Extension Education; *External Degree Programs; *Foreign Countries; Higher Education; Instructional Materials; *Open Universities; Outcomes of Education; School Organization; Student Characteristics; Teaching Methods
IDENTIFIERS- Distance Education; *Open University (Great Britain); *Univ Nacional de Educacion a Distancia (Spain)

The organization, methods, and outcomes of the distance education systems at the Universidad Nacional de Educacion a Distancia (UNED) in Spain and The Open University of the United Kingdom are compared. The following topics are covered: higher education in Spain, UNED's ideology, student characteristics in both universities, organization, administration and control, duties and responsibilities of the UNED staff, regional centers, the teacher-tutor system, admission policies, course offerings, enrollments, course development and delivery, the production of written and audio materials, academic credits, the use of study units and audiovisual materials, student assessment, finances, staffing levels, program evaluation, degrees, student views of the schools, teacher-tutor views, and dropouts. Among the conclusions are the following: both UNED and Open University are reaching out to a new audience similar in age, social background, and education, and both are using new methods and offering students an education on easier terms than those in campus universities. However, there are vast differences between the two systems at all levels from organization to practice to results. (SW)

Houwing, J. F., Ed.; Kristjanson, A. M., Ed.
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
PUB DATE- 83
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario, Canada K1P 5N1 ($6.00).
LANGUAGE- French; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Administration; College Faculty; *College Instruction; College Students; Continuing Education; *Educational Finance; *Educational Research; Employment Practices; Extension Education; Foreign Countries; *Postsecondary Education; *Research Projects; Student Characteristics; Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Canada

Information is provided in English and French on postsecondary education research projects in Canada. About 270 current or recently completed projects reported by researchers in colleges, educational associations, and government departments are described. Information is provided on completion date, name and address of researchers, source of additional information, and publications arising from the project. A general category of projects includes the following topics: organization and structures, accreditation, and general bibliographies. Included under the category of Administration, Finance, and Manpower/Administration, are costs, planning, information systems, and governance. The category of Curriculum and Teaching, includes the following topics: teaching effectiveness, grading, and learning modes. The category of Academic and Nonacademic Staff covers employment conditions and teacher characteristics. The category of Students includes characteristics, educational and occupational plans, admission, grades, attrition, and financial aid. Extension and Continuing Education, the last category, covers adult learning and off-campus instruction. Appendices include an index of researchers. (SW)

ED 228 939 HE 016 108

The Role of Educational Debt in Consumers' Total Debt Structure.
Purdue Univ., Lafayette, IN. Credit Research Center.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 31 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Career Choice; *College Graduates; Consumer Economics; *Credit (Finance); Higher Education; Legal Responsibility; *Loan Repayment; Questionnaires; *Student Loan Programs
IDENTIFIERS- Bankruptcy; *College Costs; *National Comm on Student Financial Assistance

The extent to which an individual's total debt capacity is absorbed at the point of college graduation is examined, along with the graduate's self-imposed debt limits and the debt limits established by the marketplace. The findings are based on the a survey of creditors and the consumers who had student loans. Attention is also directed to data revealing the debt-use patterns of consumers who filed for personal bankruptcy; levels of cumulative student borrowing and starting salaries in various professions in 1981; the proportion of the debt capacity that will have been absorbed by student borrowing; college costs, borrowing patterns, starting salaries, and debt burdens projected to 1988; and implications of borrowing for postsecondary education and consequent consumption patterns of college graduates. Conclusions include the following: (1) there are limits set on the aggregate amounts of debts that consumers may assume; (2) consumers most likely to be affected by debt limits are those who plan to enter the poorly-paid vocations, such as nursing or teaching; and (3) in the future there may be a lowering of aggregate credit limits and an increase in the average size of student loans owed following graduation. A questionnaire is appended. (SW)

ED 228 954 HE 016 123

An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities.

National Inst. of Independent Colleges and Universities, Washington, DC.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Dependents; Economically Disadvantaged; *Eligibility; *Federal Programs; *Low Income Groups; *Need Analysis (Student Financial Aid); Postsecondary Education; *Private Colleges; Public Policy; Retrenchment; Self Supporting Students; *Student Financial Aid
IDENTIFIERS- Guaranteed Student Loan Program; *National Comm on Student Financial Assistance; Pell Grant Program

Student aid records from a national sample of aid recipients attending independent colleges and universities with enrollments of more than 500 students were evaluated. It was found that recent reductions in federal student assistance and restrictions placed on program eligibility reduced substantially the number and proportion of low-income students attending independent colleges and universities in 1981-1982. The number of undergraduate independent students receiving aid dropped by approximately 16 percent, which goes directly counter to trends in public colleges and universities. The number of dependent undergraduate aid recipients from families with incomes in the $6,000 to $24,000 range declined dramatically. There was also a decline of almost 18 percent in the amount of Pell Grant funding to students attending independent colleges and universities, and almost a 10 percent decrease in the number of Pell Grant recipients. In addition, there was a major increase in institutional need-based aid, and a dramatic increase in the use of Guaranteed Student Loans. The number of students participating in this program during the 2-year period doubled, and the average GSL award has increased by 27 percent. (SW)

ED 228 969 HE 016 211

Work Patterns of Full-Time College Students in 1974 and 1981.
Applied Systems Inst., Inc., Washington, DC.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 5 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Employment Patterns; *Financial Needs; *Full Time Students; Higher Education; Student Characteristics; *Student Employment; *Student Financial Aid; Trend Analysis; *Working Hours
IDENTIFIERS- *National Comm on Student Financial Assistance

The variance in student work patterns between 1974 and 1981 is discussed, based on data from the Census Bureau's annual October Current Population Survey for a sample of about 155,000 individuals. The sample was weighted to represent the whole population of full-time students in 1974 and 1981 (excluding enrollments at proprietary, vocational, or other nontraditional institutions). Information is presented on the percentage of individuals who work and the number of work hours per week broken down for the following categories: income, gender, race, grade level, two-year and four-year schools, public or private control, urban and nonurban, region, and sector. It was found that students are more likely to work in 1981 than they were in 1974, and there has been no reduction in the hours worked weekly in 1981. Work continues to be a central activity of 40 percent of all full-time students, which supports the view that student aid has not replaced students' own efforts to finance their own education. In addition, there were increases in the rate of employment among women, blacks, lower income students, four-year college students, and private college students. (SW)

ED 228 984 IR 010 652

Eisenstadt, Marc
Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3.
Open Univ., Milton Keynes, (England). Human Cognition Research Lab.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Artificial Intelligence; *Computer Programs; Databases; *Design Requirements; *Educational Environment; Foreign Countries; Higher Education; Instructional Materials; Man Machine Systems; Postsecondary Education; *Programing; Programing Languages; Psychology; *Teaching Methods
IDENTIFIERS- *Authoring Languages; Open University (Great Britain)

This paper describes the results of a 6-year period of design, implementation, testing, and iterative redesign of a programming language, user aids, and curriculum materials for use by psychology students learning how to write simple computer programs. The SOLO language, which was the resulting product, is primarily a simple, database manipulation, program language, with an explicit "flow of control" construct in conditional statements which eliminates the elementary flow of control problems normally found in novices' programs. Following a description of project rationale and background, additional sections detail the programming language, the surrounding user environment, and the curriculum materials, listing the important principles underlying the design of each. Throughout the paper, the principles which could benefit designers of other software environments are emphasized. A 34-item reference list is included. (LMM)

ED 229 000 IR 010 683

Williams, Michael T.
Curriculum Decision-Making and Educational Television.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Role; Audiovisual Aids; *Curriculum Development; Curriculum Research; *Decision Making; *Departments; *Educational Television; Foreign Countries; Geography Instruction; Interviews; Questionnaires; Secondary Education; *Teacher Role
IDENTIFIERS- Great Britain

The 3-part inquiry described focused on geography departments in maintained secondary schools in England, Scotland, and Wales to study the process of decision-making in the curriculum context which needs to be done before using a television set in the classroom. In part one, four local education authorities were studied to determine and describe the infrastructure of resources planning, organization, and allocation. Data were collected through interviews with local education authority advisers and headteachers and teachers in randomly selected schools. A mail questionnaire was designed and sent to a random sample of heads of geography departments in 465 secondary schools in the second phase. Responses provided detailed information about the head of department as a curriculum decision-maker and as a user of instructional television programs. In part three, six heads of geography departments kept daily records of curriculum decisions in the summer term of 1979. This exploratory procedure yielded new data which help to place the use of educational television into the context of curriculum planning. This report provides considerable detailed information presented as abstracts from interviews and tables of statistical data, as well as summaries and conclusions at the ends of chapters and the three parts, and appendices containing additional detailed information and a list of references. (Author/LMM)

ED 229 014 IR 050 167

Ferguson, Douglas; And Others
Public Online Catalogs and Research Libraries. Final Report.
Research Libraries Group, Inc., Stanford, CA.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Libraries; Card Catalogs; Higher Education; *Information Retrieval; Input Output Devices; *Library Automation; *Library Catalogs; Library Personnel; Library Research; *Library Surveys; *Online Systems; Questionnaires; Research Libraries; Search Strategies; Tables (Data); User Satisfaction (Information); Use Studies
IDENTIFIERS- Dartmouth College NH; *Library Users; Northwestern University IL; *Online Catalogs; Stanford University CA

In 1981 and 1982, the Research Libraries Group (RLG) and four other organizations participated in a coordinated study of public online catalog users and nonusers. Standard, self-administered questionnaires were used to gather data from 8,094 users and 3,981 nonusers in 31 research, academic, community college, public, and governmental libraries with 17 different online catalogs. This final report presents findings and implications of data collected at three institutions: Dartmouth College, Northwestern University, and Stanford University, all members of the Association of Research Libraries (ARL). The data from these institutions are contrasted with those collected from 12 other ARL libraries. These data include uses of the public online catalogs, perceived problems, preferences for improvement, and user and nonuser characteristics. The report also presents the results of a related special study which gathered qualitative evidence in structured interviews with library staff at Dartmouth, Northwestern, and Stanford. A final chapter discusses implications of the study and notes a general patron acceptance of public online access catalogs. Appendices include a list of participating libraries and computer systems, statistical analyses of data collected, sample questionnaires, and other documents. An executive summary and 47 tables are also provided. (ESR)

ED 229 027 IR 050 181

McDonough, Kristin; Rothstein, Pauline M.

Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencics, Bibliography, Exercises. Teaching Packages #9.

City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Card Catalogs; Check Lists; Ethnic Groups; *Ethnic Studies; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information about the ethnic experience and specific ethnic groups in the United States. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Humanities Index," and "America: History and Life." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research on the ethnic experience in the United States and an ethnic research exercise conclude the instruction packet. (ESR)

ED 229 041 IR 050 216

Parliamentary Libraries Section. General Research Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Databases; Foreign Countries; Government Libraries; Information Systems; *International Organizations; *Law Libraries; Library Associations; Library Automation; Library Collections; Library Cooperation; *Library Networks; *Library Role; *Library Services; Online Systems
IDENTIFIERS- Library Publications; Library Users

Papers on parliamentary and legislative libraries presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Parliamentary Libraries and Networks," a brief overview by Dermot Englefield (United Kingdom) of the position of legislative libraries in national networks, the extent of legislative library holdings and library publishing activities, and technical and human considerations in the networking of information; (2) "Canadian Parliamentary Libraries in the Network Context," a review by R. Brian Land (Canada) of the Canadian system of government and the historical background, clientele, collections, services, automated systems, network activities, and publications of Canada's federal, provincial, and territorial legislative libraries; and (3) "The Changing Roles of Legislative Libraries" by James C. Pehler (United States), which contrasts the previous activities of legislative reference libraries--drafting of legislation, research on major state issues, and other elements of staff support--with their current role as a central resource using not only a large internal document collection, but also computer systems linked with other libraries in the state and libraries in other state legislatures. (ESR)

ED 229 056 JC 830 120

Wagschal, Harry Goldwyn
The Pedagogy of Value-Confrontation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Course Descriptions; Course Evaluation; *Course Objectives; *Humanistic Education; Questionnaires; *Self Actualization; Social Values; Two Year Colleges; *Values Education
IDENTIFIERS- *Values Confrontation

This paper describes the basic principles and objectives of an educational approach based on "values confrontation" and evaluates its impact on student values, feelings, and behavior. After stressing the importance of forming a modern pedagogy concerned with developing rational thinking and deeper personal and social awareness, the paper presents assumptions concerning college students based on insights from anthropological, sociological, and developmental psychology studies. Next, the course "In Search of Value" is described in terms of its major emphasis on awareness of society and human behavior and on alternative social structures and value systems; and in terms of its specific elements, i.e., social self-analysis, values confrontation, transference, cognitive dissonance, psychological guidance, academic skills development, and phenomenological evaluation. Next, the paper explains several course activities, including the maintenance of a reflective log/journal in which students react, critically analyze, and imagine alternatives; discussions based on students' personal reactions to course material; and self-disclosures by the instructor. Finally, the paper presents conclusions about the courses's effectiveness based on student evaluations and discusses the educational implications of the values confrontation approach. Appendices present the course evaluation instrument and sample student responses, and a course description. (HB)

ED 229 070 JC 830 179

MacDougall, Allan
Reading Study: Findings, Recommendations, and Implications.
Southwestern Coll., Chula Vista, Calif.
PUB DATE- 6 Sep 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; *Academic Advising; Courses; Educational Counseling; Grades (Scholastic); *Predictor Variables; *Reading Ability; *Reading Tests; Student Placement; Two Year Colleges

As part of an ongoing effort to understand the nature of student performance and persistence at Southwestern College (SC), a study was conducted in fall 1976 to determine the effect of reading ability on student course performance. An analysis of the Nelson-Denny Reading Test (NDRT) scores of 4,610 students revealed that, on an average, students scored at the 13th grade level, though 23% had reading scores at or below the 9th grade level. When reading levels were compared with course completion rates and grade point averages, it was shown that student performance was related to reading ability in 80% of SC's academic departments, and that reading ability was especially critical in Behavioral Science, Business, English, Life Science, Mathematics, Paramedical Studies, and Social Science departments. Student performance was affected by reading ability in 93% of all subject areas and 45% of all courses. Based on study findings, the implementation of a Course Reading Index Prerequisite System was recommended, which would limit course enrollment to students reading above a specified level. The study report contains an analysis of the likely effects of the proposed Prerequisite System; and information related to SC's Predictability Counseling program, which provides students and counselors with information on probable success for various student objective categories and majors, and on chances for success in specific courses based on NDRT scores. (DAB)

ED 229 084 JC 830 199

Ramsey, June K.
Faculty Perceptions of Institutional Quality and Vitality.
PUB DATE- 19 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *College Faculty; Community Colleges; *Institutional Evaluation; *Job Satisfaction; *Organizational Objectives; Questionnaires; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Morale; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Pensacola Junior College FL

In 1980 and 1982, surveys were conducted at Pensacola Junior College (PJC) to gauge the perceptions of full-time, academic transfer faculty with respect to actual and preferred program emphases, and to determine their level of job satisfaction. Responses from 56% of the instructors surveyed in 1980 (N=81) and 55% in 1982 (N=74) revealed that over 68% of the respondents were male, almost all were over 30, and over 98% held a master's or doctoral degree. While faculty felt that the greatest program emphasis was on financial aid to the academically disadvantaged in 1980 and to the academically talented in 1982, in both years they felt that the greatest emphasis should be placed on insuring academic standards. In 1980, the greatest differences between actual and preferred emphases were in the areas of programs for the academically talented, entrance requirements, and opportunities for faculty research; whereas in 1982, differences were apparent with respect to study skills and habits and gap between current and preferred emphasis on faculty research had increased. In both surveys, faculty expressed the highest level of satisfaction with the kind of work they did, their degree of job security, and amount of responsibility, and the lowest degree of satisfaction with their salary, institutional policies and practices, and opportunities for advancement. In 1982, the strengths of PJC were seen as its open admissions policy and program variety, while administrative communication was seen as an area needing attention. (DAB)

ED 229 098 PS 013 162

Vincent, Nanette L.; Hamby, Trudy M.
The Child Development Associate Program: A Guide to Curriculum Development.
University Research Corp., Bethesda, Md.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Sep 81
CONTRACT- DHHS-105-78-1016
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Caregivers; *Competency Based Teacher Education; Curriculum Design; *Curriculum Development; Early Childhood Education; Guidelines; Instructional Materials; Postsecondary Education; *Preschool Teachers; Program Implementation; *Training
IDENTIFIERS- *CDA; Child Development Associate

Designed to serve educational and community institutions and agencies that provide, or seek to provide, Child Development Associate (CDA) training, this guide contains a complete set of procedures for curriculum design and implementation. Chapter 1 presents basic background information pertinent to both CDA curriculum analysis and modification. Chapters 2, 3, and 4 describe a sequence of steps to follow in curriculum development and implementation, while chapter 5 provides guidelines for curriculum analysis and modification, as well as references to materials applicable to preceding chapters. A glossary of CDA terms and procedures, a list of resources for CDA curriculum design, and a training criteria analysis protocol form are appended, along with a description of attitudes, skills, and knowledge needed to acquire and demonstrate cognitive competence. (MP)

ED 229 114 PS 013 466

Biemiller, Andrew
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO.- ISBN-0-7743-7859-X
PUB DATE- 83
AVAILABLE FROM- Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 (Paper, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Child Development; Comparative Analysis; Emotional Development; Foreign Countries; Grade 1; Grade 2; *Individual Differences; Interpersonal Competence; *Kindergarten Children; Longitudinal Studies; *Outcomes of Education; Primary Education; *Program Effectiveness; Self Esteem
IDENTIFIERS- *Full Day Programs; *Half Day Programs

A study was conducted involving 213 children who were either in junior kindergarten in 1978 and first grade in 1980 (69 children) or in senior kindergarten in 1978 and second grade in 1980 (144 children). Of these, 76 children had been identified by their kindergarten teachers as "thriving," 80 as "making average progress," and 57 as "not yet thriving." Sixty of the kindergarten children attended regular half-day junior or senior kindergarten, 82 attended alternate full-day junior or senior kindergarten, and 70 attended full-day senior kindergarten programs. Major concerns of the study were the effects of different types of kindergarten programs; differences between children perceived as "thriving," "average," or "non-thriving"; and the stability and predictability of those differences. In general, no differences were found among children as a function of the type of kindergarten program attended, as assessed in kindergarten or 2 years later. Large differences were found between "thrivers" and "non-thrivers" in kindergarten and second grade on a variety of language and academic skill measures, as well as on teacher-related social skills, temperamental characteristics, and self-confidence and self-direction. Kindergarten measures of social and emotional characteristics were more predictive of first and second grade academic skills than the reverse. A major conclusion was that individual differences in temperament--along with related but more environmentally affected differences in self-confidence, self-directive strategies, and social skills--should concern primary teachers in addition to basic skills. (Author/MP)

ED 229 129 PS 013 484

Toner, Ignatius J.; Hagan, Margaret S.
The Effects of Child Age and Label on Instructor Expectation and Performance.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age; Age Differences; *Children; Expectation; Females; Influences; *Labeling (of Persons); Males; *Performance Factors; *Undergraduate Students; Videotape Recordings
IDENTIFIERS- *Teacher Expectations

The present study explored the dynamics of expectancy effects. The process by which labels about children provided to adults (but not to the children themselves) achieve their outcomes was investigated. Forty-eight undergraduate females were provided with information about children whom they were to instruct; each undergraduate was then individually video taped, while alone, presenting rules for a task which would assess the child's delay of gratification. The information provided beforehand focused on the age and on the patience or friendliness of the child who would view the tape. Instructors who were told that the child was patient were more likely to read the rules verbatim than were instructors given the task-irrelevant label about the child. Further, for instructors expecting a 5-year-old to view their tape, those told that the child was patient took more time initially presenting the rules than did those told nothing about the child's patience. For instructors expecting a 10-year-old to view their tape, those told that the child was patient took significantly less time presenting the rules than did instructors told nothing about the child's patience. The instructors' predictions of their child's self-control were affected by the supposed age of the child but were not affected by the label. In addition, these predictions were not related to any behavior the instructors demonstrated on the video tape. (Author/MP)

ED 229 145 PS 013 502

Justice, Elaine M.; Coley, Denise D.

Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention; Behavior Patterns; Early Childhood Education; *Memory; *Mothers; *Nonverbal Communication; Parent Child Relationship; *Parent Influence; Performance Factors; *Preschool Children

The behavior of mothers interacting with their preschoolers in a memory-relevant situation was examined. Ten 3-year-olds and their mothers were videotaped playing a game requiring memory for the location of hidden pictures. Frequency of nine categories of parental behavior was scored: naming, verbal orienting, physical orienting, physical description, functional description, questioning, instruction, verbal praise, and physical praise. The relationship between parental behaviors and the child's performance and study behaviors on a subsequent memory task was also investigated, and parents completed a questionnaire on ways they used to help their child remember. Analysis of the videotaped interactions indicated that instructions, questions, and physical orienting were the most frequent parental behaviors; however, significant correlations among physical and verbal orienting and physical and functional description suggested that behaviors designed to focus the child's attention were characteristic of some mothers. This finding was supported by questionnaire data, in which mothers reported that they encouraged looking, naming, pointing, and manipulation as mechanisms for increasing recall. No relationship was found between maternal behaviors in the game and recall or study behaviors on the memory task. (Author/MP)

Adams, Lea T.; Worden, Patricia E.
Script Development and Memory Organization.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Comparative Analysis; Elementary Education; *Elementary School Students; *Preschool Children; Preschool Education; *Verbal Ability
IDENTIFIERS- Atypicality; *Scripts (Knowledge Structures); *Stimulus Characteristics

The development of scripts and their use for guiding memory was examined in children ages 3 to 5 and 7 to 9. In the first phase of the study, 10 preschool children and 10 elementary school students were asked to describe three scripts related to everyday life. Scripts were analyzed to determine whether any differences existed between those of younger and older children. It was found that older children generated longer scripts and that there was little overlap in script items across age groups. In the second phase, "typicality ratings" for script items were obtained. Ten new subjects from each age group were trained to use a four-point scale, on which typicality of script items was expressed in terms of frequency of occurrence. The fact that most items were rated similarly by both age groups is strong evidence that differences exibited in the first phase were due to verbal ability rather than to the structure of the scripts themselves. The third phase investigated how information considered atypical or irrelevant to the script was remembered. Test stories were constructed using the typicality rating information from the second phase; results indicated that, while children of both age groups were poor at discriminating typical items, elementary school children showed dramatically better rejection of atypical distractors than did preschoolers. (RH)

ED 229 175 PS 013 555

Day, Barbara; Drake, Kay

Early Childhood Education: Curriculum Organization and Classroom Management.

Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-118-6
PUB DATE- 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock No. 611-83294, $7.50; no shipping charges on pre-paid orders)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Techniques; *Curriculum Development; *Developmental Programs; Early Childhood Education; Evaluation Methods; Filmstrips; Guidelines; Learning Activities; Primary Education; Program Effectiveness; Student Behavior; *Teaching Methods; Units of Study; *Young Children

Designed to accompany four filmstrips, this manual was developed to help early childhood educators--including curriculum specialists, administrators, teachers, and university faculty--implement a developmental program for young children. Filmstrip 1 introduces six components of curriculum organization and classroom mangement underlying a developmental approach. The three curriculum organization components (learning centers, skills groups, and units of study) and the three classroom management components (color coding, contracts, and internal and external discipline techniques) are defined and illustrated in a multi-age kindergarten/first-grade classroom. Filmstrip 2 follows a first grader through his daily activities in a variety of learning centers, math and reading skill groups, and social studies, emphasizing the application of curriculum organization and classroom management components. Evaluation techniques are additionally recommended. Filmstrip 3 details techniques used to implement an experiential, hands-on approach for teaching social studies and science concepts to young children through mini-lessons in home-based groups and through learning center activities. A unit of study in physical science titled "Moving Around" is presented as an example. Finally, filmstrip 4 reviews the rationale for a developmental approach and introduces methods for assessing the effectiveness of early childhood programs. A list of worksheets, sample worksheets, and a bibliography are appended. (MP)

ED 229 190 RC 014 000

Guidelines for Identifying Child Abuse & Neglect in Institutions.
National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
PUB DATE- 80
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indians; *Child Abuse; *Child Neglect; Child Welfare; Community Responsibility; Community Role; *Foster Care; Government Role; *Prevention; Residential Care; *Residential Institutions; Sexual Harassment
IDENTIFIERS- Indian Child Welfare Act 1978; *Tribal Government

In 1978 the Indian Child Welfare Act was passed which implemented new regulations regarding the removal of Indian children from their parents and their placement in residential and foster care or adoptive families or institutions. The 7-page information sheet provides guidelines in prevention of institutional child abuse and neglect of American Indian children. Five ways of assuring that Indian children do not continue to be victims of institutional abuse are offered: seeking sources of funding to develop programs and services to Indian families; tribal courts and children's codes reflecting handling child custody cases; communities recruiting and training Indian foster and adoptive families; boarding schools and residential institutions being closely monitored by parents and Indian leaders; and adequate follow-up and evaluation being done of foster and adoptive families. Examples of physical abuse, neglect, sexual abuse, and emotional abuse and neglect are provided to serve as a guide as to what types of cases should be reported. (ERB)

ED 228 817 EC 151 675

Wightman, James E.
Educating the Gifted, Talented and Creative.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Creative Development; *Creativity; Elementary Secondary Education; *Gifted; *Intellectual Development; *Talent; Talent Development; *Talent Identification

The nature of giftedness, talent, and creativity is examined, and implications for teaching are given. Problems with using IQ as a precondition for identification are considered, especially for creative individuals. Typical obstacles to creative thinking are outlined, including classroom atmospheres that do not welcome new ideas. The importance of multicomponent approaches to developing the potential of gifted students is underlined, and approaches to stimulate creative thinking are suggested which involve deferring judgment, letting quantity of ideas surpass quality of ideas, encouraging free thinking, and combining ideas for new solutions. Ways in which the schools can provide the environment for developing creative intelligence are described, program alternatives (such as college courses for high school students) are considered, and the importance of focusing on social relationships and self concept is emphasized. (CL)

ED 228 851 FL 013 622

Boggs, Stephen T.
Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
Hawaii Univ., Honolulu.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jan 83
GRANT- NIE-G-80-0087
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Child Language; Classroom Communication; *Discourse Analysis; *Hawaiians; Interaction; Language Research; *Personal Narratives; Play; Preschool Children; Speech Communication; *Verbal Development

A major purpose of the research reported here is to determine whether or not children of minority backgrounds possess the ability to tell stories and verbalize in narrative form at age 3 and 4. Narratives and speech play were collected over a 9-month period in two Headstart classes in Honolulu (Hawaii). The children, most of mixed backgrounds, ranged in age from 2 years 11 months to 4 years 8 months. Data were collected by video and audio taping of context and speech in classroom settings during free-play time, on the playground, and at home. The data analysis focused on four issues: (1) the extent to which the children could construct narratives and how they did so, (2) effective ways to elicit narratives, (3) facilitation of narration by verbal interaction among the children, and (4) inference of the social rules underlying narrative performance in groups of children from this social background. Findings indicate that the first of these issues is of prime importance; some, but not all of the children were capable of telling stories. In addition to this, it seems that verbal interaction among children rather than an explicit request from an adult is an effective elicitation influence. These findings are discussed and implications are drawn for the developing and testing of narrative competence. (AMH)

ED 228 867 FL 013 638

Gonzalez, Barbara
Listening Activities for Small Groups.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Learning Activities; *Listening Comprehension; *Second Language Instruction; Skill Development; *Small Group Instruction; *Student Developed Materials

A comparison between the second language learner and the native language learner provides the primary argument for the importance of listening without having to produce a response immediately. The fact that children listen to their native language for at least 8 hours a day implies that students need to spend more time in listening activities. In addition to growth in listening skills, there is a psychological benefit to listening activities; they are less threatening than activities in the other language skill areas. In addition to teacher-directed activities, peer-learning can take place in small group listening activities. In these groups students take responsibility for their own learning as well as for that of others in their group. Students get personal attention, they are more motivated to pay attention, and they experience a more natural range of listening experiences. Success of the small group process depends on good preparation, students' orientation to the importance of the task, and the format of the listening material. Some suggested formats that work well for small groups are picture matching; manipulatives, or objects and sentences to be matched; commands; situations; logical thinking problems; true-false statements; and paragraphs followed by true-false statements. (AMH)

ED 228 970 HE 016 212

Rosen, David Paul
The Effects of Phasing Out Social Security Student Benefits.
David Paul Rosen & Associates, Oakland, CA.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *College Students; *Dependents; Family Income; *Federal Aid; Federal Legislation; Higher Education; Participant Characteristics; Public Policy; *Retrenchment; *Student Financial Aid
IDENTIFIERS- *National Comm on Student Financial Assistance; Pell Grant Program; *Social Security Benefits

Aspects of the student benefit program under the Social Security Act and the consequences of phasing out the program are considered. The 1981 Omnibus Budget Reconciliation Act phases out the Old Age, Survivors and Disability Insurance (OASDI) student benefit program under the Social Security Act. The OASDI was one of the largest programs offering cash assistance to college students. The program encouraged school completion by providing benefits to dependent children of retired, disabled, or deceased workers. In recent years, debate has centered on whether Social Security student benefits should be considered aid, or benefits earned by the parent. While the non-means tested nature of Social Security student benefits has been criticized, available data on the relationship between family income and Social Security student benefit amount show that these benefits remain largely constant as income increases. The effect of eliminating Social Security student benefits along with current reductions in federal student financial aid programs on the ability of low income students to attend college is questioned. Attention is directed to the calculation of student benefit amounts, data on participants, and the interaction of OASDI and Title IV student assistance, particularly Pell Grants. (SW)

ED 228 985 IR 010 653

Manzo, Anthony V.
Accessing Computers in Education, One Byte at a Time.
PUB DATE- 12 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Artificial Intelligence; *Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; Computer Oriented Programs; *Computer Science Education; Course Content; *Programing; Programing Languages; *Teaching Methods; Technological Advancement

This paper discusses computers and their potential role in education. The term "byte" is first explained, to emphasize the idea that the use of computers should be implemented one "byte" or step at a time. The reasons for this approach are then outlined. Potential applications in computer usage in educational administration are suggested, computer based instruction is described, and advantages and limitations of computer assisted instruction (CAI) systems are discussed. The remainder of the paper addresses the following questions: (1) How realistic are projections of computers with an artificial intelligence? (2) What are the best current uses of CAI systems? (3) What are other possible uses of the computer in institutional settings? (4) What are the benefits and possible curriculum implications for teaching students a computer language or programming? (5) What should be taught in a programming course and how should it be taught? and (6) What can computers do for people which they cannot now do for themselves? (LMM)

ED 229 191 RC 014 001

Working With Abusive/Neglectful Indian Parents. Revised.
National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
PUB DATE- 80
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indians; *Child Abuse; *Child Neglect; Child Welfare; Community Role; *Influences; *Parent Attitudes; Parent Child Relationship; Parent Role; Parents; *Prevention; Program Development

Considering such factors as disruption of Indian families caused by Anglo educational programs (missionary schools, BIA boarding schools), by Indian relocation programs, and other non-Indian institutions, many of today's abusive and neglectful Indian parents were victims as children in these same institutions. The 9-page information sheet offers a brief listing of factors which might contribute to child abuse and/or neglect among Indian families. They include cycle of violence (parents were abused themselves), social isolation (apart from economic deprivation, removal from extended family and support network); poor parenting skills; economic deprivation; emotional trauma (death in family, divorce, loss of job); guilt (sense of being a poor parent); psychoses; marital problems; personal frustration; too many children; rigid sex roles (relegating all child care and nurturing to women); poor health; and drugs and alcohol. Basic characteristics of the Indian abusive parent are listed to help recognize suspected abuse or neglect: immaturity, associated dependency, low self-esteem, social isolation, reluctance to seek help, self-abusive, non-confrontative, non-interventive, lacks knowledge of child development, uses corporal punishment, self-righteous, and strong belief in the value of punishment. Two examples of Indian families in need are described along with solutions to the problem of abusive parents. (ERB)

ED 228 788 EC 151 642

Schloff, Rose-Laurie; Martinez, Silvia
Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bilingual Students; Elementary Education; English (Second Language); Ethnic Groups; Graduate Study; *Language Handicaps; *Language Skills; *Minority Groups; Preschool Education; Reports; *Speech Evaluation; *Speech Therapy; Student Evaluation; Student Records; Therapists

Guidelines for writing assessments of the English language skills of minority, bilingual, preschool and elementary school children are presented for monolingual speech-language pathologists. In addition, a project (Project Communicate) providing direct client services and training of speech-language pathologists is briefly described. With regard to the assessment of children from culturally and linguistically diverse backgrounds, the following information approaches are suggested for the monolingual clinician's report: 1) identifying the language spoken at home and the length of time the child has been in the English-speaking environment; 2) evaluating the child in his/her native language, using other bilingual staff if necessary; 3) including descriptive information about the child's second language performance; 4) specifying the type of services recommended in the child's second language, such as speech and language therapy. Examples of acceptable and unacceptable ways to describe a child's testing performance are also provided. The following objectives of Project Communicate are outlined: to provide training for graduate students in speech and language pathology; to provide speech, language, and hearing services to minority bilingual preschool and elementary school children; to instruct teachers of preschool children about speech and language development and disorders; to recruit bilingual students for graduate study in speech-language pathology; and to initiate research projects. (SEW)

ED 228 802 EC 151 659

Ellis, Joseph R.; Mathews, Gwendolyn J.
Professional Role Performance Difficulties of First Year Itinerant Specialists.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; *Itinerant Teachers; Role Perception; *Special Education Teachers; Specialists; Speech Therapy; Teacher Attitudes; *Teacher Role; *Teaching Conditions; *Therapists
IDENTIFIERS- *Illinois

Professional role performance difficulties experienced by 23 first year itinerant specialists in the field of special education were studied in Illinois public schools (excluding Chicago). An itinerant specialist is a teacher with specialized training in a particular disability who provides services to students on a homebound basis, in a hospital program, or who travels between schools within a district or between school districts. Of the 23 respondents, 14 were speech and language therapists, 3 taught the physically handicapped, 5 taught the hearing impaired, and 1 taught the visually impaired. Data were obtained concerning difficulties unique to the teaching assignment and difficulties associated with seven general professional roles of the teachers. These seven roles are as follows: planner, director and helper of learning, counselor and guide to students, mediator and interpreter of the culture, link with the community, member of the teaching profession, and member of the school community. Greatest difficulties were reported for the activity of writing individual educational programs and for the roles of "teacher as planner" and "teacher as a link with the community." Recommendations include the following: master teachers should supervise preservice students in a role-difficulty practicum; and university professors should include the seven role performance areas in teacher preservice programs. (SEW)

ED 228 835 FL 013 577

Brumfit, Christopher
Some Current Problems in Communicative Language Teaching.
PUB DATE- 82
AVAILABLE FROM- Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada ($15 for entire journal).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Classroom Communication; *Communicative Competence (Languages); *Cultural Awareness; *English (Second Language); Language Teachers; Notional Functional Syllabi; *Second Language Instruction; *Speech Communication; Teacher Role; Teaching Methods

Three points are basic to communicative teaching. First, we do not know how language is learned and so cannot follow rigidly any one procedure in teaching a language. Secondly, teaching is not the obverse of learning. Teaching can be controlled, and the relationship between teachers and learners is more than simple input leading to output. Third, language use is dynamic, an interaction between persons; its use necessitates negotiating agreed cultural values. The teacher can provide the "tokens" of the language, but learners themselves must learn to use it, to adapt it to situations they have not chosen themselves, to say what they have not been explicitly taught to say. To respond to a learner's need to use language in natural situations, teachers must develop group-work techniques, create an environment and situations in which students can be free to use the basic patterns and vocabulary they have learned in ways they use their native language. With regard to syllabus, any syllabus can become communicative with a methodology that promotes dynamic language activity. The advantage of a notional-functional syllabus is that it requires the teacher to become sensitive to the range of things to be done in the foreign language and familiar with settings in which students could use the language they are learning. (AMH)

ED 228 881 FL 013 670

Mathematics: A Practical View. Volume III, Teacher Edition. Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.00; student edition $2.75).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Cultural Context; Educational Games; Intermediate Grades; Learning Activities; *Mathematics Materials; Supplementary Reading Materials; Teaching Guides; Textbooks

This volume of practical mathematics for the intermediate grades contains three components which can be structured in different combinations according to different student needs. Built around a review of selected objectives in the mathematics basic curriculum, the material is intended to stimulate interest in both mathematics and the professional world. The first section of each component revolves around challenging and fun problems; the second section deals with practical aspects of math in everyday life; and the third component presents math problems similar to those students will encounter in contemporary life. The activities contain narratives, puzzles, games, and other activities of high interest and low readability. Each section is introduced by a statement of learning objectives, the cognitive and affective domains and levels concerned, materials, key words, and guidelines for implementation. Each section also contains an exercise that is applied to home and civic community. The student activities include exercises and evaluations based on the mathematical skill reviewed. The skills and life situations dealt with in this volume are (1) probability problems in connection with communication media, (2) mathematical skills involving weights and measures in connection with health careers, and (3) solving environmental problems through multiplication and division of whole numbers. (AMH)

ED 228 896 FL 013 685

Vogel, Phyllis; And Others
The Communicative Classroom: Tasks, Materials, Methodology.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Class Activities; College Second Language Programs; *Communicative Competence (Languages); *English (Second Language); Group Discussion; Higher Education; Instructional Materials; *Interaction; *Second Language Instruction; Student Centered Curriculum

Characteristics of a communicative program are offered from the perspective of a college level program in Montreal. Discussion of syllabus design, materials, and methodology resulted in the realization that truly authentic communication in the classroom requires the careful design of the learning environment. Within the learning environment a complex pattern of relationships is woven to create a context within which exchange occurs. That pattern derives from language input, the process of interaction, and the demands of the task. The input must be intellectually stimulating and relevant to the learners, and of sufficient complexity to motivate them. Students need to discuss the input in large or small groups; in other words, interaction must occur. Tasks in a communicative classroom are multi-leveled; they must be designed so that students can build their repertoire of skills in order to deal with both input and interaction. The focus in this particular program is on information; tasks facilitate information gathering and sharing. Materials generally focus on topics of current interest and make large use of authentic sources. An example taken from a beginner's class illustrates the way an information relaying task contributes to communicative language learning. Examples of information retell tasks are appended. (AMH)

ED 228 910 HE 016 013

James, Arthur

Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University.

Open Univ., Walton, Bletchley, Bucks (England).

PUB DATE- 82

AVAILABLE FROM- The Open University, London Region, Parsifal College, 527 Finchley Road, London, NW3 7BG, England.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Academic Achievement; Academic Persistence; *Comparative Education; Evaluation Methods; *Extension Education; *External Degree Programs; Foreign Countries; Higher Education; *Student Evaluation

IDENTIFIERS- Distance Education; *Open University (Great Britain); *Universidad Nacional de Educ a Distancia (Spain)

The strategies of student evaluation and the patterns of results are compared for The Universidad Nacional de Educacion a Distancia (UNED) in Spain and The Open University of The United Kingdom. Both universities operate a system of undergraduate subject credits leading to a degree, but the length of the courses of the two systems differ. UNED assesses students only through examinations, while Open University uses both coursework and examinations. In comparison to UNED's system, Open University has a tighter framework of rules by which examinations are devised and organized, students are assessed, and pass lists are developed. Undergraduate data for 1977-1980 are compared for the two universities concerning enrollments per course, number of students taking the examinations, and number of students awarded credit. The detailed statistical analyses cover the effects on the final pass rate of the percentages of students taking the examinations and the specific course. An explanatory model that includes student behavior, personal characteristics, and academic environment is proposed to explain the differences in results. Additional factors that are suggested as possible causes of the differences in results are: database differences, cultural differences, and differences in the assessment strategies. (SW)

Rose, Homer C., Jr.; Hample, Stephen R.

Planning Faculty Reduction.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-77-0073
AVAILABLE FROM- American Association of University Administrators, 1000 Vermont Avenue, N.W., Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *College Faculty; Court Litigation; *Employment Practices; Evaluation Criteria; *Financial Problems; Higher Education; Information Needs; Legal Problems; Long Range Planning; *Personnel Policy; Political Influences; *Reduction in Force; *Retrenchment; Teacher Dismissal

Considerations that can help colleges and universities develop institutionally specific strategies for planning faculty reductions are addressed. It is suggested that an institution can provide a fair and workable reduction plan if it: thoroughly explores alternatives to faculty layoffs; develops explicit standards and procedures for reduction planning; prepares to deal with legal issues involved; attempts to anticipate case-specific political factors that may affect the process; understands the importance of making data based decisions and makes sure that required information is collected; develops a comprehensive planning and evaluation process to deal with long-range concerns quickly and fairly; and appreciates how different types of institutions are affected differently by factors involved in the reduction process. Four basic policy determinations are required: a definition of financial exigency, standards regarding participation in the reduction decision, procedures for program cutback, and standards for evaluating personnel and programs in the review process. To accomplish these tasks the administrator who foresees faculty reductions should gather a competent and representative planning group. (SW)

ED 228 940   HE 016 109

Lee, Barbara A.
Undergraduate Postsecondary Education.
National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 2 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Educational Finance; *Enrollment Trends; Financial Support; *Postsecondary Education; Private Colleges; State Colleges; *Student Characteristics; *Undergraduate Study
IDENTIFIERS- *National Comm on Student Financial Assistance

Undergraduate postsecondary education is discussed in regard to the size of the enterprise, student enrollments, and financing. In addition, attention is directed to the availability of information about undergraduate postsecondary education. The number of institutions offering postsecondary education, at both the undergraduate and graduate levels, was 3,270 in 1980. In addition, about 7,700 noncollegiate schools provided some form of postsecondary training in 1980. While about 3.6 million students were enrolled in higher education in 1960, enrollment had reached 8.5 million in 1970 and 12.4 million in 1981. Undergraduate enrollment increased at a somewhat higher rate between 1970 and 1981 than did overall enrollments. Enrollment is also considered by gender, full- and part-time status, race/ethnicity, age, region, state, academic program, noncredit courses, noncollegiate institutions, adult education. In addition, major sources of income to public and private colleges and universities are shown as a percentage of total current funds between 1970 and 1980. Changes in the proportion of institutional revenues during the decade are also examined, along with funding for credit and noncredit activities, voluntary support, tuition, student aid, and faculty salaries. (SW)

ED 228 955 HE 016 124

Student Financial Assistance and State Policy.
National Governors' Association, Washington, D.C.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Access to Education; *Federal Aid; *Federal State Relationship; *Financial Policy; Financial Problems; Government Role; Low Income Groups; Policy Formation; Postsecondary Education; Private Colleges; *Public Policy; Retrenchment; School Taxes; State Colleges; *State Government; *Student Financial Aid; Tuition
IDENTIFIERS- Guaranteed Student Loan Program; *National Comm on Student Financial Assistance; Pell Grant Program

The interrelationships of state programs and federal student assistance are examined, based on a survey of 50 governors' offices. Attention is directed to: the impact on states and aid recipients of federal funding reductions; the current and longer-run outlook of the state fiscal position; and views of state officials responsible for carrying out gubernatorial policies on the appropriate roles of the federal government and state and local governments. Three major policy issues in higher education finance are also considered: how much higher education should cost; who should pay the bill, and what should be the division of responsibility between private and public institutions. Finally, the impact of federal policies on state decision making in higher education is examined. Conclusions include the following: neither the establishment nor expansion of the federal Guaranteed Student Loans nor grants for low-income students has had a significant effect on state decisions on support of higher education institutions and the tuition charged; and termination or major restriction of federal student assistance programs would have a major deleterious effect on private higher education institutions. Information on education tax expenditures of nine states and a sample questionnaire are appended. (SW)

ED 229 001 IR 010 684

Pitts, Marcella R.
The Educator's Unauthorized Microcomputer Survival Manual.
Council for Educational Development and Research, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy; *Computer Oriented Programs; *Computer Programs; Elementary Secondary Education; Evaluation; Glossaries; *Microcomputers; *Program Development; Programing Languages; Specifications
IDENTIFIERS- *Computer Uses in Education

Designed for anyone facing decisions about where, how, and even whether they will use microcomputers for instruction, management, or administration, this manual emphasizes that computer technology, particularly microcomputer technology, is neither all good or all bad for schools. It was developed to discuss the pros and cons of computer technology and to offer some strategies educators might use to survive the influx of microcomputers into schools. Specific chapters address the topics of (1) the need for an unauthorized survival manual; (2) survival tactics in the microcomputer revolution; (3) computer terminology and literacy; (4) putting the microcomputer's promise into perspective; (5) deciding how to use a microcomputer; (6) evaluating computer programs; and (7) selecting the right microcomputer. An appendix includes a short guide to computer terms, a checklist of possible microcomputer uses, instructional software review questions, and criteria for judging microcomputer hardware and for rating hardware systems. Nine references, a list of Council for Educational Development and Research member institutions (with contact information), and an index complete the guide. (LMM)

ED 229 015 IR 050 168

:Miller, David C.; Baratz, Daphna
Data Collection Manual and Sampling Plan. Public Online Catalog Study.
Research Libraries Group, Inc., Stanford, CA.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTIONS- Card Catalogs; *Data Collection; Guidelines; Library Automation; *Library Catalogs; Library Research; *Library Surveys; *Online Systems; Records (Forms); *Research Methodology; Sampling; Supervisors; Use Studies; Worksheets
IDENTIFIERS- *Library Users; *Online Catalogs

Designed for use by study coordinators, library supervisors, and data collectors, this manual is the basic reference and training document from the 1982 field survey of public online catalog users and nonusers in 31 U.S. research, academic, community college, public, and governmental libraries. The field survey was coordinated by the Research Libraries Group (RLG) and four other organizations. The manual's first chapter gives general information about the study. Its second chapter is addressed to data collectors and provides guidelines for recruiting computer catalog users and nonusers. Included are a list of data collector responsibilities, a sampling schedule, and specific instructions for preparation, filling in forms, dealing with various types of user and nonuser prospects, and checking completed questionnaires for correct marking. A final chapter highlights the responsibilities of study supervisors, particularly in selecting and training data collectors, controlling questionnaires and other study materials, maintaining quality control of data collection, and making weekly reports to the study coordinators. Appendices comprise samples of a study information sheet for use during the field survey, a time block summary sheet for use by data collectors, a supervisor's weekly report form, list of key points for data collectors and study supervisors, and scripts for use in user and nonuser data collection. (ESR)

ED 229 028 IR 050 182

McDonough, Kristin; Rothstein, Pauline M.
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Card Catalogs; Check Lists; *Consumer Economics; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings; *Market Research

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information on market research and consumer behavior. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Business Periodicals Index," and "Psychological Abstracts." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research in consumer behavior and a consumer behavior research exercise conclude the instruction packet. (ESR)

ED 229 042 IR 050 217

University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Libraries; Foreign Countries; Information Centers; *Information Networks; International Organizations; *Library Acquisition; Library Associations; Library Collections; *Library Networks; Library Standards; National Libraries; Regional Cooperation; *Research Libraries; *Shared Services

Papers on network activity among university and other general research libraries and information centers presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "The Principles of the Relationship Between National and University Library Collections as a Basis for a Network" by K. W. Humphreys (United Kingdom); (2) "Network Services Designed to Serve Research Libraries: The Current State of Development" by Richard M. Dougherty (United States); (3) "Approaches to Coordination of Resources and Services in Southeast Asian Libraries and Information Centers" by Jacques Valls and Darune Somboonkun (Thailand); (4) "The Development of Special Collections: Problems of Constructing Networks" by Brenda E. Moon (United Kingdom), which describes the British "Background Materials Scheme" and other examples of library cooperation in the building of special collections; (5) "Standards and Normatives of Libraries of Higher Educational Institutions of the USSR" by N. S. Avalova; (6) "Regional Networks and the System of Supra-Regional Resource Sharing in the Federal Republic of Germany: Some Problems of Planning and Realization" by Gunter Gattermann, which discusses the special features of academic library network development in Germany; and (7) "The Development of Library and Information System of the Chinese Academy of Sciences" by Jian Shi and Lizhong Yan (People's Republic of China). (ESR)

Schimmelpfennig, H. R.
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
Bismarck Junior Coll., N. Dak.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTIONS- College Faculty; Community Benefits; Community Colleges; Credit (Finance); *Economic Factors; Economic Research; *Educational Economics; *Institutional Characteristics; Mathematical Models; Research Design; Research Methodology; *School Business Relationship; School Community Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Economic Impact; *Economic Impact Studies; North Dakota (Bismarck)

Outlining both methods and results, this report describes Bismarck Junior College's (BJC's) use of the American Council on Education's model for assessing the short-term, current impacts of a college on local business volume. After chapters 1 and 2 discuss the value and focus of economic impact studies, chapter 3 describes BJC in terms of its history, mission, facilities, tax base, financial support, faculty and staff, students, enrollments since 1939, and community center. Next, chapters 4 and 5 review the objectives and theoretical base of the study. Chapter 6 details the methods used to calculate college-related business volume, value of local business property committed to college-related business, and expansion of the local lending institutions' credit base. After chapter 7 provides directions for surveying students and staff to determine their expenditures, chapter 8 presents data in 48 categories, including total college expenditures; staff salaries and residence patterns; housing and non-housing expenditures of students and staff; assessed property value; expenditures of visitors to the campus; bank deposits of the school and its staff; the consumer price index; and population trends. Then, chapter 9 explains the computations used to calculate these figures. Finally, chapter 10 summarizes findings. (DAB)

ED 229 071 JC 830 181

Ireland, Jackie; Gegna, Michael
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District.
Los Angeles Community Coll. District, Calif. Educational Services Div.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- College Role; Community Colleges; *Community Services; Educational Finance; Extension Education; *Financial Support; Models; Multicampus Districts; National Surveys; Needs Assessment; Noncredit Courses; *Outreach Programs; Postsecondary Education; *Program Administration; *Program Development; Questionnaires; Student Costs

This report examines the role of community services within the Los Angeles Community College District (LACCD); presents the findings of a nationwide study of community service programs; and provides recommendations for a new community services model in the LACCD. After section I introduces the scope of the report, section II provides a historical and philosophical perspective on community college missions and finances and section III reviews the history of community services in California and the LACCD. Section IV outlines the methodology of the community services study, which involved surveys, interviews, and/or on-site visits to obtain information about 36 community service programs that had been identified as self-supporting or excelling in community or extension services. Section V presents and analyzes study results in terms of: (1) finances, including information on budgets, fiscal control, fee formulas, and self-support; (2) programs, including data on components, participants, facilities, marketing, needs assessment, contract education, and personnel roles; and (3) management, including findings related to integrated, independent, and brokerage models for administration. Section VI presents conclusions and indicates criteria for evaluating alternative community service models, and section VII recommends the creation of a self-supporting community services institute in the LACCD. The survey instrument and alternate program models are appended. (HB)

ED 229 085 JC 830 200

Capoor, Madan
An Evaluative Study of the Nurse Education Program. Research Report Number 82-1.
Middlesex County Coll., Edison, NJ. Office of Research and Planning.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Academic Persistence; Administrator Attitudes; Basic Skills; Cohort Analysis; Grade Prediction; *Nursing Education; *Participant Satisfaction; *Predictor Variables; Program Improvement; Scores; State Standards; Student Attitudes; Student Characteristics; Student Employment; Teacher Attitudes; Testing Programs; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

An evaluation of the nurse education program at Middlesex County College (MCC) was conducted in response to an increasing dropout rate and a decline in the passing rate of program graduates on the Licensing Board Examination (LBE). The study focused on the relationship between student background and performance and between student performance in their course work and on the LBE; and on faculty and student perceptions of the program's structure, curriculum, and evaluation process. The study involved: (1) the collection of data from student records for cohorts entering MCC between fall 1971 and fall 1981; (2) surveys of 540 students who entered the program between 1979 and 1981; and (3) interviews with program administrators and faculty. The study revealed that age, employment status, and certainty of career goals were significantly related to course performance. High school grades and aptitude test scores were good predictors of program success, and biology and advanced nursing course grades, overall grade point average, and achievement test scores were good predictors of success on the LBE. Student, instructor, and administrator evaluations of the program revealed a number of areas related to program structure, emphasis, and evaluation tools and procedures that should be improved. The study report includes 156 data tables, including 42 that break down findings by cohort. Recommendations for program improvement are provided. (DAB)

ED 229 099 PS 013 163

Hamby, Trudy; And Others

The Child Development Associate Program: A Guide to Training. (Second Edition).

University Research Corp., Bethesda, Md.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-82-31171
PUB DATE- 81
CONTRACT- DHHS-105-78-1016
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Child Caregivers; *Competency Based Teacher Education; *Criteria; Early Childhood Education; Educational History; Educational Quality; Guidelines; Postsecondary Education; *Preschool Teachers; *Program Development; Program Implementation; *Training
IDENTIFIERS- *CDA; Child Development Associate

This training guide presents background information about the Child Development Associate (CDA) program, including a definition of quality CDA training that incorporates six criteria established by the Office of Child Development. The purposes of the guide are (1) to provide a clear and specific description of the CDA criteria in order to promote design and development of training approaches consistent with these goals, and (2) to help training project staff determine the extent to which quality training is being provided. From a historical perspective, chapter 1 provides a description of the major components of the national CDA effort. Chapter 2 presents an overview of the key features and elements of CDA training, while chapter 3 offers an in-depth consideration of the six CDA training criteria and presents a framework and other information that can be helpful in implementing a quality CDA training program. This third chapter is divided into eight sections: an introductory and a summary section as well as one section for each of the training criteria. A glossary of CDA terms and procedures and a list of resources for CDA programs are appended. (RH)

ED 229 115   PS 013 467

Smock, Sue Marx; Kaplan, Melissa G.
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
Wayne State Univ., Detroit, Mich. Center for Urban Studies.
SPONS. AGENCY- Michigan State Dept. of Social Services, Lansing.
PUB DATE- Jan 82
CONTRACT- MDSS-T81-029
AVAILABLE FROM- Center for Urban Studies, Wayne State University, 5229 Cass Avenue, Detroit, MI 48202 (Paper, $5.00, plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Child Caregivers; *Day Care Centers; *Delivery Systems; Early Childhood Education; *Family Day Care; Participant Characteristics; Participant Satisfaction; *Program Effectiveness; Trainees; *Training
IDENTIFIERS- *Michigan

This volume describes the second-year evaluation of the Michigan Day Care Provider Training Project. Following the first chapter's introductory summary of the project's objectives, development, and first-year evaluation, chapter 2 discusses evaluation methodology. Chapter 3 analyzes those dimensions of the training process that were new in the second-year evaluation or for which new data exist, while chapter 4 describes the measurement and analysis of program outcomes. Finally, chapter 5 presents a summary of the evaluation findings and recommendations for progress improvement. Copies of the instruments used to collect data and a list of advisory committee members are appended. (MP)

ED 229 130 PS 013 485

Nelson, Charles A.
The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
Minnesota Univ., Minneapolis. Center for Research in Human Learning.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 83
GRANT- NICHD-HD-01136; NSF/BNS-77-22075
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention; *Classification; *Generalization; *Infant Behavior; Infants; *Performance Factors; *Visual Discrimination
IDENTIFIERS- *Facial Expressions

Infants' responses to male and female faces and their preferences for happy versus fearful faces were studied to extend findings indicating that infants at 7 months can generalize discrimination between expressions of happiness and surprise across four different female models' faces. In the first experiment, a paired-comparison procedure was used in which 32 7-month-old infants were presented with three 30-second familiarization trials followed by two 10-second test trials. Half the infants were familiarized to happy faces and tested on fearful expressions; half were familiarized to fearful faces and tested on happy expressions. Observers recorded infants' looking times. Data from test trials were pooled, yielding one score for novelty and one for familiarity. Looking times were incorporated into an analysis of variance comparing happy-to-fear versus fear-to-happy groups and novel versus unfamiliar stimulus. A second experiment with 7-month-old infants examined whether a relative looking preference would emerge if infants were presented with a happy face paired with a fearful face. Overall, results suggested that (1) infants perceive facial expressions of happiness and fear in a categorical fashion, although their doing so depends in part on the order of stimulus presentation; and (2) a relative looking preference for fearful faces exists when such faces are paired with happy faces. (RH)

ED 229 146 PS 013 503

Baroody, Arthur J.
The Case of Adam: A Specific Evaluation of a Math Learning Disability.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 18 May 83
CONTRACT- NIE-G-78-0163
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Individualized Instruction; Interviews; *Learning Disabilities; *Learning Problems; Longitudinal Studies; *Mathematics Instruction; *Mathematics Skills; Needs Assessment
IDENTIFIERS- Education for All Handicapped Children Act

To better understand the nature of problems in math learning, a case study was conducted of the specific strengths and weaknesses of a child with a severe math-learning disability. The subject, Adam, was nearly 11 years old when interviews began and had been officially classified as learning disabled due to organic brain dysfunction. A semistructured clinical interview method was employed in the study: tasks or problems, often followed by flexible questioning, were posed to the subject. Interviews lasted from 45 to 90 minutes and were conducted over a 14-month period. Initial clinical interviews revealed that the subject had informal skills and concepts upon which to build, but that his formal math skills were quite deficient. Many weaknesses in formal skills could be traced to a poor grasp of part/whole relationships and base ten notions. Remedial efforts making extensive use of games and activities were implemented. Linking understanding with procedural knowledge, these efforts focused on basic place value and base ten concept skills and resulted in some improvement. Gains made in math ability were perhaps facilitated by affective factors. Over the course of the study, Adam appeared more willing to assert himself, was less defensive, and seemed to have more confidence in his abilities. (RH)

ED 229 161 PS 013 520

Calvert, Sandra L.
The Effects of Televised Preplays on Children's Attention and Comprehension.
North Carolina Univ., Greensboro. Family Research Center.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 83
GRANT- NICHHD-IT32HD0173-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advance Organizers; *Age Differences; *Attention; Auditory Stimuli; Comparative Analysis; *Comprehension; Elementary Education; *Elementary School Students; Television Research; *Television Viewing; Visual Stimuli

The purpose of this study was to assess developmental differences in children's visual attention to, and comprehension of, a prosocial television program as a function of varying "preplay" formats. (Preplays were defined as advance organizers designed to help a child select, order, and integrate critical televised content into a memory scheme.) To determine which features were most effective as aids to comprehension, preplays varied on two orthogonal dimensions: presence or absence of visual portrayal of story events and concrete or inferential story narration. Examined were (1) developmental differences in visual attention to the preplays and program segments, (2) developmental differences in story comprehension as a function of preplay features, and (3) the relationship between visual attention to preplays and comprehension of story content. Subjects were 160 children equally distributed by sex who attended grades 1 through 4. Pairs of children taken to a mobile laboratory were told they could read, play, and watch television as they did at home. Visual attention was scored "on" when a child looked at the television screen. After viewing, each child completed two comprehension items: picture sequencing and multiple choice. Results are discussed indicating that differences in children's visual attention to, and comprehension of, a prosocial television program were a function of varying preplay formats. (RH)

ED 229 176 PS 013 561

Galle, Lynn
Parent Handbook, Laboratory Nursery School.
Minnesota Univ., Minneapolis. Inst. of Child Development .
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Educational Philosophy; Educational Research; *Enrollment; Guidelines; *Health Services; *Laboratory Schools; Nursery Schools; *Parent Participation; School Guidance; *School Policy; School Schedules; Teacher Education; Tuition
IDENTIFIERS- *University of Minnesota

Designed for parents whose children attend the laboratory nursery school of the University of Minnesota, this handbook contains information regarding the nursery school's goals, operation, and policies. Specifically, the booklet discusses program philosophy and content as they relate to training new teachers and conducting research, specifying enrollment and tuition policies, and outlining policies regarding parent involvement and health services. General policy information on details such as food programs, clothing, the lounge area, field trips, and child/staff insurance are provided. The bylaws of the Parent Advisory Board are also appended. (MP)

ED 228 818 EC 151 676

Crismore, Avon
An Investigation of Exceptional Twins.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Disabilities; Medical Services; *Perinatal Influences; *Prenatal Influences; Prevention; State of the Art Reviews; *Twins

The author, herself a mother of twins, reviews research on exceptional twins. She considers reasons for fascination with twins and comments upon important advances in technology. Current research in Indianapolis to measure cognitive, perceptual, personality, and chromosome patterns of twins is described. Differences in the makeup of identical and fraternal twins are considered, as are specific dangers that can affect twins prenatally and perinatally She describes experiences of parents of exceptional twins and discusses the feelings of the nonhandicapped twin. Sex differences in terms of vulnerability to disorders are noted, and the effect of family configuration on intelligence is addressed. Prevention through better medical care and nutrition is suggested. (CL)

ED 228 852 FL 013 623

Ainsworth, Nancy
Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
Michigan State Univ., East Lansing.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-80-0056
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Classroom Communication; *Discourse Analysis; English (Second Language); Ethnography; Language Research; *Mexican Americans; *Narration; Second Language Instruction; *Sociocultural Patterns; Sociolinguistics; Spanish; *Speech Communication; Student Teacher Relationship

The promotion of literacy among minority groups depends in part upon educational and sociolinguistic discourse analysis. As a contribution to that effort, the present study provides data on the narrative in the language of Mexican-American adults by gathering and analyzing personal narratives produced in both English and Spanish. These narratives are compared with discourse structures described by Labov and Waletsky, and with interactive aspects of narrative production as studied by Watson and Polanyi. Throughout the study 15 female native speakers of Spanish, most of whom were enrolled in an evening class in English as a Second Language (ESL), were present in videotaped class sessions. Of these, eight ESL students were the major contributors of 52 narrative events. The discussion of the data focuses on point by point comparisons with the two studies mentioned above. Throughout the report links are indicated between the findings and pedagogical practice. Possible differences between English and Spanish discourse, including use of framing devices and the narrator's self-depiction, could interfere with efficient instruction and accurate assessment in the classroom. A final section extends the discussion of oral narratives to reading and writing. The English and Spanish narratives, grouped by language and general topic, are appended. (AMH)

ED 228 868   FL 013 639

Lozos, Hector, Comp.

Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres. cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.90; student edition $1.75).

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Bilingual Education Programs; Bilingual Teachers; *Mexican American Education; Mexican Americans; Multicultural Education; Native Language Instruction; Parent Participation; Parent Role; *Parent Student Relationship; *Spanish Speaking; Teacher Education

This guide on training bilingual education teachers focuses on parent participation in school activities. The guide addresses three groups of people: paraprofessionals and non-graduate students, bilingual teachers, and graduate students. Two units are presented, one dealing with the important influence parents have on their child's language acquisition, and the other dealing with how parents can be used by teachers as valuable resources. The first unit emphasizes that the bilingual teacher should be aware of: (1) the language the students speak at home; (2) language acquisition research; (3) attitudes of Mexican Americans towards Spanish; (4) language patterns in bilingual children's speech; (5) the importance of parents teaching such values as loyalty, obedience, and respect; (6) the different cultures in a multicultural classroom; and (7) avoiding stereotypes of minority children. The second unit discusses how the teacher can involve parents by: (1) participating in meetings with parents of bilingual children, (2) visiting the families to inform the parents of their child's progress, (3) facilitating interaction between parents and school personnel, (4) using parents as resources to help create a positive self-image for Mexican American children, and (5) encouraging group spirit among parents to reinforce the rich cultural heritage of Mexican Americans. Each unit includes objectives, questions, assigned reading, student activities, and a bibliography. (NCR)

ED 228 897 FL 013 686

Sadow, Stephen A.; Maxwell, Monica A.

The Foreign Teaching Assistant and the Culture of the American University Class.

PUB DATE- 83

AVAILABLE FROM- Not available seperately; see FL 013 679.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Class Activities; *Classroom Environment; *Foreign Students; Higher Education; *Inservice Teacher Education; Internship Programs; Teacher Role; *Teaching Assistants; Teaching Methods; *Undergraduate Students

Often foreign teaching assistants (TAs) are assigned to lead a discussion-type class on the undergraduate level. Such an assignment requires skills, in addition to English language skills, which their own educational background has not developed in them. To help make up for their lacking skills, a short course, combining a series of minilectures and role plays, with the use of videotape where available, can provide the TAs with the insights they need. The course can run from 8 hours to 20 hours, and might be coordinated with advanced English courses dealing with public speaking, pronunciation, intonation, and discussion leading skills. In a course of this type the following items are essential: (1) the role of the teacher in the American university; (2) types of students the TAs may meet; (3) types of classes in terms of behavior and communication patterns; (4) expectations with regard to use of class time; (5) the first day of class; and (6) standards of politeness, especially how to criticize. Each of these topics, as well as more directly pedagogical topics, would be presented in as practical and useful a manner as possible. (AMH)

ED 228 941 HE 016 110

Lee, John; And Others

Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981.

Applied Systems Inst., Inc., Washington, DC.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 28 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Age; Blacks; *College Attendance; Comparative Analysis; *Enrollment Trends; *Family Income; *Federal Aid; Females; Financial Aid Applicants; Higher Education; Low Income Groups; Males; Race; Student Characteristics; *Student Financial Aid; Whites
IDENTIFIERS- *National Comm on Student Financial Assistance

Changes in students' participation in higher education and in the federal aid they received are examined for 1969, 1974, and 1981 in order to relate the pattern of federal student aid disbursements to changes in the enrollment patterns among selected student groups. The following federal aid programs are examined: Pell Grants (Basic Educational Opportunity Grants), Guaranteed Student Loans, National Direct Student Loans, and College Work-Study. Changes in the patterns of student enrollments overall, by income, dependency status, gender, race, and age are related to the distribution of awards made under the federal aid programs. The sum of student aid awards to individual recipients is used to yield the number of unduplicated award recipients. Findings for 1974 and 1981 include the following: participation rates for all students aged 18 to 24 were up, while rates for older students were up even more; participation rates for dependent students with family incomes under $7,500 fell more sharply than for any other income group; the higher the income, the greater the probability of receiving federal student financial aid; low-income students were more likely to receive a smaller award in 1981 than in 1974; and the proportion of students receiving a grant increased by 40 percent between 1974 and 1981. (SW)

ED 228 971 HE 016 213

Rosen, David Paul
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
David Paul Rosen & Associates, Oakland, CA.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Access to Education; *College Attendance; Eligibility; Federal Aid; Federal Programs; Higher Education; *Low Income Groups; Program Administration; Public Housing; *Public Policy; Student Costs; Unemployment Insurance; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Food Stamp Program; Medicaid; *National Comm on Student Financial Assistance

Barriers to college attendance for the low income individual that are created by contradictory public assistance and college opportunity policies and practices are discussed, and short- and long-range recommendations to eliminate these barriers are suggested. Policies that create financial hardships for low income students are noted for the Aid to Families with Dependent Children (AFDC) program. Short-range recommendations to eliminate these penalties to AFDC recipients are offered, along with additional recommendations for the following programs: Medicaid, food stamps, unemployment insurance, and public housing. Long-range recommendations that require a fundamental restructuring of federal public assistance policies are also offered. It is proposed that reform is required to eliminate the barriers to self-sufficiency encompassed in current welfare policies. Five concerns are addressed in the recommendations: adequate financial resources for both subsistence and college attendance expenses, freedom from workfare requirements (earning benefits), information about the availability of public assistance, administrative simplicity, and support services to help low income citizens while the programs continue to be very complicated. (SW)

ED 228 986 IR 010 655

Manandhar, P. K.; And Others
Communications in Developing Countries.
Agency for International Development (IDCA), Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Audiovisual Aids; *Communications; *Community Development; *Developing Nations; *Display Aids; Family Planning; Information Systems; Microcomputers; Publications; Puppetry; *Rural Development
IDENTIFIERS- Ecuador; Ghana; India; Nepal; Reforestation; Sudan

Eight articles on various aspects of communications in developing countries make up this newsletter issue: (1) "Extension and Communications in Nepal: Reforestation Program Uses Media Support" by P. K. Manandhar, E. Pelinck, and R. H. Gecolea; (2) "Using Puppets to Teach Ideas. 'Khel Dori Ka', an Audiovisual with Puppets from Bombay" by Myron J. Pereira; (3) "The Communication Process: Why Communication Must Be a Two-Way Exchange" by R. H. Gecolea; (4) "Microcomputer-Based Information: Big Rewards for Small Agencies" by Gary Garriott; (5) "Printed Cloth Posters: Practical Communications Tool for African Countries" by Beverly Emerson Donoghue; (6) "Time for a New Approach to Population Communication" by John L. Woods; (7) "Community Radio Thriving in Ecuador: Otavalo Indians Running Their Own Show" by Kurt Hein; and (8) "Villages: The Forgotten Resource. An Interview with Revelians Tuluhungwa," reprinted from Development Forum, Volume 10, No. 6. (LMM)

ED 229 002 IR 010 685

Courrier, Kathleen, Ed.
The Educational Use of Mass Media. World Bank Staff Working Paper No. 491.

World Bank, Washington, D. C.
PUB DATE- Oct 81
AVAILABLE FROM- The World Bank, 1818 H St., N.W., Washington DC 20433 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Audiovisual Aids; Decision Making; *Developing Nations; *Educational Radio; *Educational Television; Instructional Materials; *Language of Instruction; Mass Media; *Media Selection; Programing (Broadcast); Technology Transfer; Video Equipment
IDENTIFIERS- Media Characteristics; Photovoltaic Systems; Television Networks

This 7-chapter volume presents 11 papers dealing with the issues commonly encountered by educators and decision-makers in less developed countries when they consider the use of mass media to further their country's education and development. Individual topics and their authors are (1) "Marshalling, Managing, and Evaluating the Mass Media for Education and Development," by Shigenari Futagami; (2) "Do Audiovisual Media Possess Unique Teaching Capabilities?" by Janet Jenkins; (3) "The History of Nation-Building and the Future of Local Broadcasting," by Shigenari Futagami; (4) "Networking and Local Broadcasting: A Choice?" by Gloria Feliciano; (5) "Local Broadcasting and Community Media," by Alan Hancock; (6) "Can Mass Media Be Effective in Curriculum Improvement?" by Takashi Sakamoto; (7) "How Can Radio Be Usefully Applied to Education and Development?" by Hilary Perraton; (8) "Choosing Instructional Languages for Educational Radio Broadcasts in Less Developed Countries," by Wallace Lambert and Nelly Sidoti; (9) "What Does Educational Television Offer Us Now?" by Albert Horley; (10) "Photovoltaic Power for Communications," by Gerald Hein; and (11) "Selecting Appropriate Media," by John Tiffin. (LMM)

ED 229 192 RC 014 002

The Social Worker and the Indian Client.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
PUB DATE- 80
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indians; *Caseworker Approach; *Child Abuse; *Child Neglect; Child Welfare; Counseling Techniques; *Cultural Differences; Inquiry; Interpersonal Relationship; *Prevention; Social Workers; Values

The 5-page information sheet presents a brief history and background information involving the social worker and the Indian client. Also provided are lists of differences in Indian and White cultural values and kinds of practices concerning interpersonal relationships common among the Indian people, and suggestions and techniques for use by social workers with Indian clients. (ERB)

ED 228 789 EC 151 643

Del Polito, Carolyn M.; And Others
Alliances in Advocacy for Disabled Children and Youth.
American Society of Allied Health Professions, Washington, D.C.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008001409
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advocacy; *Allied Health Personnel; Ancillary School Services; *Communication Skills; Coordination; *Disabilities; Federal Legislation; *Handicap Identification; Listening Skills; *Referral; Staff Role
IDENTIFIERS- *Education for All Handicapped Children Act

A resource manual for the allied health professional who works with disabled children and youth is presented. Each of the manual's six units states objectives for the allied health student and provides resource materials and publications, and a bibliography. Unit 1 on Public Law 94-142 (the Education for All Handicapped Children Act), also provides information on provisions of Section 504 of the Rehabilitation Act of 1973 and parents' rights. Unit 2, concerning roles and responsibilities of allied health professionals considers the family's response to chronic childhood disability, the media's portrayal of the handicapped, mainstreaming, and the functions of various professionals. Unit 3, on identifying of children and youth with handicapping conditions, covers: the characteristics, classification, and remediation of various disabilities; normal early childhood development; diagnostic criteria for Head Start referrals; observational checklists; and developmental screening and child assessment. Unit 4, which covers communication strategies for effective delivery of service, includes 10 case studies and information on listening skills and communicating with disabled persons (e.g., the hearing impaired). Unit 5, on networking strategies for information exchange and referral, provides lists of national, regional, and state organizations concerned with the handicapped, as well as a discussion of the referral process. Unit 6, concerning advocacy, addresses the role of professionals and parents, change strategies, and advocacy and the federal budget process. (SEW)

ED 228 803　　　　　　　　　　EC 151 660

Miles, M.
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Foreign Countries; Government Role; *Special Education; *Teacher Recruitment; *Teacher Shortage; *Technical Assistance
IDENTIFIERS- *Pakistan (North West Frontier)

The North West Frontier Province of Pakistan plans to improve services and facilities for handicapped children and is encouraging expatriates to bring their skills to Pakistan. Staff of current institutions are either untrained or have received short courses of training within Pakistan. There are currently about five expatriates working in the special education and rehabilitation field with the Church of Pakistan. About five other expatriates who have training and experience in special education or rehabilitation are working in other fields. The expatriates who are involved in the field are attempting to provide on the job training to nationals. The most likely situations in which skilled expatriates could be be helpful are: (1) working at day centers for the blind, deaf, or mentally retarded, which give special education or vocational training; (2) serving at the polio/cerebral palsy clinic; (3) providing inservice training to teachers in normal schools, on remedial teaching, and on integrating mildly handicapped children into normal classes; and (4) being involved with community rehabilitation schemes. Problems that are likely to be encountered by expatriates are cultural and language differences and the restrictions imposed on women by the system of sexual apartheid. The absence of facilities and consultants is also a problem, along with the need to change attitudes about the handicapped (e.g., to show concern for the handicapped without making them over-dependent). (SEW)

ED 228 819 EC 151.677

Amodeo, Luiza B.; And Others
Parental Involvement in the Identification of Gifted Mexican American Children.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cultural Differences; Elementary Secondary Education; *Gifted; *Mexican Americans; Minority Groups; *Parent Participation; *Parent Role; *Parent School Relationship

Parents of Mexican American children can provide vital information regarding the education of their gifted children. They can become involved in identifying giftedness once the characteristics are agreed upon. Parents may then request assessment of their child to ascertain whether placement in a special program is appropriate. Parents must give permission for testing. Once the assessment results are considered in a placement decision, parents must also approve the final action. In programming, parents of minority children can help teachers capitalize on the child's cultural background. Parent involvement may be direct (participation in the classroom) or indirect (through communication with the school and/or teacher). (CL)

ED 228 836 FL 013 579

Gagne, Antoinette
ESL Teachers and Students Making and Playing Games.
PUB DATE- 82
AVAILABLE FROM- Concordia Colloquium on Language Labs, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec H3G-1M8, Canada ($15.00 for entire journal).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; *Communicative Competence (Languages); *Educational Games; Elementary Secondary Education; *English (Second Language); *Second Language Instruction; Speech Communication; Student Developed Materials; Teacher Developed Materials

Language learning games are dynamic, provide a change of pace, can be played individually or in groups, and can be integrated into classroom learning activities. Game-production activities are initially teacher-centered; gradually, students can work in groups with the teacher as resource person. During production activities, the four language skills can be practiced, and a more positive classroom atmosphere is created. Another advantage to game production activities is their flexibility. They can be adapted to the age and proficiency of the students and become a useful tool that can stimulate students to become actively involved in communication activities in the target language. Complete directions are provided for producing and playing four game-activities in an English as a second language class. The examples here are for various ability levels; each game can be adapted somewhat to become simpler or more complex. (AMH)

Matematicas en la vida actual. Volumen I, edicion para el maestro. (Mathematics: A Practical View. Volume I, Teacher Edition). Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.00; student edition $2.75).

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Educational Games; Intermediate Grades; Learning Activities; *Mathematics Materials; Supplementary Reading Materials; Teaching Guides; Textbooks

This Spanish language teacher's edition of a practical mathematics text for the intermediate grades contains three components which can be structured in different combinations according to different student needs. Built around a review of selected objectives in the mathematics basic curriculum, the material is intended to stimulate interest in both mathematics and the professional world. The first section of each component revolves around challenging and fun problems; the second section deals with practical aspects of math in everyday life; and the third component presents math problems similar to those students will encounter in contemporary life. The activities include narratives, puzzles, games, and other activities of high interest and low readability. Each section is introduced by a statement of learning objectives, the cognitive and affective domains and levels concerned, materials, key words, and guidelines for implementation. Each section also contains an exercise that is applied to life in the home and civic community. The student activities include exercises and evaluations based on the mathematical skill reviewed. The skills and life situations dealt with in this volume are (1) public services; (2) squares and square roots; (3) using fractions in marketing and distribution; and (4) decimals, fractions, and percentages in connection with business and office jobs. (AMH)

ED 228 911   HE 016 059

Dunston, F. Myron; And Others
Annotated Bibliography: Black Student Retention in Higher Education Institutions.
Research and Evaluation Associates, Inc., Chapel Hill, NC.
SPONS. AGENCY- Office of Civil Rights (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-82-0289
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Academic Persistence; Access to Education; Ancillary School Services; Annotated Bibliographies; *Black Students; College Admission; College Attendance; *College Desegregation; *College Students; Disadvantaged; *Dropout Prevention; Higher Education; Student Attitudes; *Student Attrition; Student Recruitment

An annotated bibliography of 105 publications (1961-1982) on the retention of black college students is presented. Topics include: retention programs for low income and minority undergraduates; the interrelatedness of curriculum and cultural/economic reproduction; predicting academic performance in college; dropout prevention and reasons precipitating withdrawal; student attitudes toward services and instruction; attracting and retaining blacks in the field of engineering; desegregating America's colleges; black students attending white colleges; legislative remedies for increasing the educational access and retention of minorities; action plans for recruiting and retaining minority students; affirmative action projects for California community colleges and state universities; a summer enrichment program for minority/disadvantaged undergraduates; black student alienation; causes and consequences of dropping out, stopping out, and transferring; minority admissions after the Bakke decision; nonintellectual correlates of black student attrition; followup of young adults 4.5 years after high school graduation; intrusive college counseling; and new programs and services for nontraditional college students. (SW)

ED 228 926 HE 016 095

Study of the Cost to Deliver Student Financial Aid on Campus. Final Report.
Touche Ross and Co., Washington, D.C.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Delivery Systems; Eligibility; *Expenditure Per Student; Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); *Operating Expenses; *Program Administration; *Program Costs; Program Evaluation; Resource Allocation; School Accounting; School Surveys; *Student Financial Aid
IDENTIFIERS- *National Comm on Student Financial Assistance

The administrative costs of the student financial aid delivery process at postsecondary institutions were analyzed. After reviewing the literature and interviewing selected experts, 1982 cost data at nine institutions were studied: three public and two private colleges, two community colleges, and two proprietary institutions. Costs were classified into six functions: outreach, application processing, and counseling; needs analysis and eligibility determination; packaging and awarding activities; reporting, regulatory reviews, and program audits; accounting and collections; and other administrative functions. Based on the data analysis and interview findings, observations were made regarding functions and staffing patterns, delivery system costs, and management perspectives of financial aid officers. Full-time equivalent staffing patterns, the use of student labor in the campus financial aid process, and staffing ratios were examined, along with personnel costs, other operating costs, costs by function, costs by program, and administrative cost allowance. The cost allocation methodology is described and information is presented on the operating characteristics of the institutions. Finally a summary of selected literature and a list of sources are included. (SW)

ED 228 956 HE 016 125

Silver, Howard J.
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation.
National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Eligibility; Expenditures; *Federal Aid; *Federal State Relationship; Financial Support; *Legislators; Need Analysis (Student Financial Aid); Policy Formation; Postsecondary Education; Private Colleges; *Public Policy, *State Aid; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- *National Comm on Student Financial Assistance

The impact of federal aid on state spending in general, and specifically on state spending for institutional support, private education, and two-year institutions was assessed through a telephone survey of 74 legislators in 47 states. Almost all of the legislators chair their legislature's committees responsible for higher education policy-making. Forty-eight percent claimed the federal student aid programs affected their state's decisions to spend more or less on student financial assistance. Forty-six percent noted that the federal programs caused their states to spend about the same as they would otherwise for student aid. The availability of fewer dollars is forcing states to consider alterations in their thinking about student aid. In some states the strategy is to give higher priority to more needy students, while in others spending priorities have shifted toward the meritorious middle-class student who can no longer qualify for federal aid because of a relative lack of need. Lack of stability from year to year was the major complaint of the legislators when discussing the federal student assistance programs. The interview questions and responses are appended, along with a rating of the professionalism of the legislatures (i.e., extent of personal staff, sessions, and salary scale). (SW)

ED 229 016 IR 050 169

Dierickx, H., Ed; Hopkinson, A., Ed.
Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI/81/WS/22
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTIONS- Communications; *Computer Oriented Programs; Databases; Definitions; *Documentation; Guidelines; *Information Dissemination; *Information Storage; *Information Systems; International Programs; Online Systems; Specifications; Standards; Tables (Data)
IDENTIFIERS- *Bibliographic Records; Information Exchange Procedures; *Machine Readable Data

A product of the UNISIST International Centre for Bibliographic Descriptions (UNIBIB), this reference manual presents a standardized communication format for the exchange of machine-readable bibliographic information between bibliographic databases or other types of bibliographic information services, including libraries. The manual is produced in loose-leaf format to facilitate updating. Its first section defines in broad outline the format and content of bibliographic records, the concepts of type of bibliographic entity and bibliographic level, and the sets of data elements regarded as essential or optional for the description of each type of bibliographic entity. Names and detailed definitions of each data element are given in the second part, as well as guidance on how the data element content is to be selected and entered onto the machine-readable medium. The third section provides detailed specifications of the carrier format or record structure, character sets and coding, transliteration, physical standards for magnetic tapes, and other aspects primarily of concern to computer system designers. A set of examples with complete bibliographic descriptions follows, and the final section--which is new--presents general guidelines for the production of documentation on individual implementations of the reference manual. Additional background information is given in six appendices. A 36-item bibliography which includes relevant international standards and 10 tables are also provided. (Author/ESR)

ED 229 043 IR 050 219

Chapin, Giny Ziegler
Automated Circulation Systems as a Source of Secondary Information.
PUB DATE- 28 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Annotated Bibliographies; Confidentiality; *Confidential Records; Court Litigation; Legislation; *Library Circulation; Library Surveys; *Online Systems; *Public Libraries; Questionnaires
IDENTIFIERS- Library Statistics; *Report Generators

This report looks at the use of public library online circulation systems for the generation of in-house secondary information--such as statistical reports and mailing lists--and also considers problems in maintaining confidentiality of patron records when using online circulation systems. Based on a survey of the literature general information is presented on the report-generating and system security capabilities of 17 online circulation systems. More detailed information on OCLC's Circulation Control System, East Brunswick Library's Circulation System, Ringgold's Nonesuch Circulation System, the University of Toronto's UTLAS CIRC, the Geac Library Information System, and CLSI's LIBS 100, based on material provided by the vendors, is presented in an appendix. Also included in the report is a survey of the legal basis for confidentiality of patron records with a discussion of cases where confidentiality has been challenged under state open-record laws. Finally, based on responses to a questionnaire, information is presented on the uses and problems of online circulation systems in actual library situations, specifically in the Albany Public Library (New York), the Liverpool Public Library (New York), and the Milwaukee Public Library (Wisconsin). A 46-item annotated bibliography and a subject index to the bibliography conclude the report. (Author/ESR)

ED 229 058   JC 830 134

Nespoli, Lawrence A.; Radcliffe, Susan K.
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Age; *Census Figures; *College Attendance; Community Characteristics; Community Colleges; Comparative Analysis; Enrollment; *Enrollment Influences; *Geographic Distribution; *School Demography; School Statistics; State Norms; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Maryland (Howard County); *Participation Rates

A study was conducted by Howard Community College (HCC) to identify the geographic make-up of HCC credit students and to examine importance factors influencing college attendance. Using census software, data on 93.4% of HCC's 1980 credit students (N=4,013) were compared with 1980 census data on Howard County to determine participation rates for regional planning districts and key demographic variables. The study revealed that: (1) of the 82,081 adult residents of Howard County, 5.23% attended HCC credit courses in 1980; (2) participation rates of minority adults (4.92%) and females (6.72%) were higher than those of non-minority adults (4.08%) and males (3.71%); (3) although older students comprised 75% of HCC's credit population, the participation rate of 17-20 year olds (14.69%) was much higher than that of older age groups (4.16%); (4) HCC's participation rates compared favorably with rates for other Maryland community colleges and the nation; and (5) proximity to the college, higher income, and higher levels of educational attainment were correlated with higher HCC participation rates. Appendices contain information on data suppression, definitions of poverty status, HCC participation rates of Howard County high school graduates, college enrollment statistics for Maryland, and 1980 census data for Howard County, Maryland, and the United States. (DAB)

ED 229 072 JC 830 183

Jellison, Holly M., Ed.
Small Business Training: A Guide for Program Building.
American Association of Community and Junior Colleges, Washington, DC. National Small Business Training Network.
SPONS. AGENCY- Small Business Administration, Washington, D.C.
PUB DATE- Apr 83
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($10.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Business Administration Education; College Planning; Community Colleges; *Cooperative Programs; Financial Support; Intercollegiate Cooperation; National Programs; Program Descriptions; *Program Development; *Program Implementation; *School Community Relationship; *Small Businesses; Two Year Colleges
IDENTIFIERS- *National Small Business Training Network

Offering information for staff orientations at institutions launching new small business training programs, for newly assigned Small Business Administration (SBA) field personnel, and for annual program reviews and revisions, this guide explains how to organize and deliver quality small business training in a cost-effective manner. Section 1 describes the development and functions of the National Small Business Training Network (NSBTN), provides a rationale and outline for program planning, and offers a checklist for marketing NSBTN in local communities. Steps for starting a small business training program (i.e., creating a community-based advisory committee, marketing and financing the program, making timetables and developing strategies, and getting SBA co-sponsorship) are discussed in section 2, along with tips for developing small business management training (SBMT) programs and workshops. Using various college programs as models, section 3 describes the types of programs offered by two-year institutions, such as credit programs, non-credit certificate programs, free-standing continuing education programs, alternative delivery systems, and special projects. Section 4 discusses new directions for small business training with respect to standardized training, contract education, and microcomputer instruction. Finally, section 5 considers opportunities for collaboration between universities and two-year colleges, and presents an outreach model for community colleges. (DAB)

ED 229 086 JC 830 201

Basonic, N. Lorraine Yovanovich
The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- *Academic Achievement; *Academic Persistence; Community Colleges; *Developmental Studies Programs; Dropouts; Enrollment Influences; Grade Point Average; *High Risk Students; Questionnaires; Reading Ability; School Surveys; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Pennsylvania (Harrisburg)

In 1981, a study was conducted to investigate the academic performance and persistence patterns of developmental students who matriculated at Harrisburg Area Community College (HACC) between 1977 and 1979. Specifically, the study sought to determine the proportion of developmental students who successfully completed developmental and subsequent college-level courses; differences in the characteristics of course completers and non-completers; the relationship of reading level to course completion; grade and credit distributions; persistence rates; and reasons for persisting or dropping out. Data were gathered from the computer-searchable records of 164 developmental students, questionnaires completed by 47 of these students, and interviews conducted with 18 students. The study revealed that: (1) only 28% of the 164 students completed the developmental sequence of reading, English, and mathematics courses; (2) of those who did complete the sequence, 43% later completed both a college-level English and math course; (3) first semester grade point average was found to be a good predictor of success in completing the developmental sequence; and (4) by spring 1981, only 4 of the 164 students had attained a degree. The study report reviews the literature on future trends in underprepared student enrollments, developmental program evaluation, student satisfaction, and reading ability and achievement. Appendices provide various HACC policy statements and the questionnaire. (DAB)

ED 229 100 PS 013 164

Hamby, Trudy M.
The Child Development Associate Program: A Guide to Field Supervision.
University Research Corp., Bethesda, Md.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 81
CONTRACT- DHHS-105-78-1016
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Early Childhood Education; Guidelines; *Interpersonal Competence; Postsecondary Education; Records (Forms); *Supervisor Qualifications; *Supervisors; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *CDA; Child Development Associate

One in a series of guides to Child Development Associate (CDA) training, this volume details information on the roles, responsibilities, and skills required of CDA field supervisors. Following the first chapter's introductory description of CDA goals, components, and programs, chapter 2 presents an overview of the broad areas of knowledge important for the success of the CDA field supervisor. CDA program components, early childhood education and child development theories and principles, and a theory of self-concept are discussed in relation to the supervisor's roles and responsibilities. Chapter 3 recounts diverse and complex skills required of the field supervisor, grouping them into two major categories: appraising and teaching. Finally, chapter 4 discusses interpersonal skills in terms of the field supervisor's attitudes, emphasizing the potential impact of attitudes on the field supervisor/intern team relationship. A glossary of CDA terms and procedures, CDA training and appraisal materials, and resources for the CDA program are appended. (MP)

ED 229 116 PS 013 470

Lauderdale, Michael L.; Anderson, Stephen C.
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
Texas Univ., Austin. Inst. for Human Development and Family Studies.
SPONS. AGENCY- ACTION, Washington, DC. Office of Voluntary Citizen Participation.
PUB DATE- 81
GRANT- OVCP-ACTION-137-0174/1
AVAILABLE FROM- Region VI Resource Center for Children, Youth, and Families, 2609 University Avenue, Suite 4.108, Austin, TX 78712 (Paper, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Abuse; *Child Neglect; Guidelines; *Parents; *Program Development; *Social Support Groups; *Volunteers

Intended for program directors, this manual offers guidelines for developing a program using volunteer parent aides to provide personal, supportive services to other parents who abuse or neglect their children. Introductory materials describe dimensions of the problem of child abuse and neglect, and point out several ways volunteers can function as resources for parents and programs. The major portion of the manual describes three steps in developing a program to meet the needs of child protective-services clients: (1) contacting the local child protective-services agency (if there is one), (2) building a base of community support, and (3) developing a program model. Following a brief discussion of the first two steps, considerably more attention is given to the process of program model development. Recognizing the importance of program structure, providing a volunteer support structure, developing a program philosophy, identifying sources of program funding, planning for volunteer recruitment, designing volunteer training, and supporting volunteers with effective supervision are discussed. Appendices provide an address for further information, list volunteer programs in Region 6, and note sources of program funding. (RH)

ED 229 131 PS 013 486

Eron, Leonard D.; Huesmann, L. Rowell
Stability of Aggressive Behavior.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Aggression; Children; Intelligence Quotient; Longitudinal Studies; Models; *Personality Traits; *Predictor Variables; *Psychological Patterns
IDENTIFIERS- *Intergenerational Factors; Multiple Measures Approach

As indicated by multiple measures (including overt criminal behavior), stability of aggressive behavior was investigated across 22 years for males and females in a variety of situations. Originally, subjects included the entire population enrolled in the third grade in a semi-rural county in New York State. The sample included approximately 870 youngsters whose modal age at the time was 8 years. Interviews were conducted with 80 percent of the subjects' parents. Ten years later, 427 of the original subjects (modal age 19) were interviewed again. In 1981, 295 of the original subjects were interviewed in person, and another 114 were interviewed by mail. Additional data about these and other subjects in the original sample were obtained from the New York State Division of Criminal Justice Services and the Division of Motor Vehicles. Interviews were conducted with the spouses of 165 subjects and 82 of the subjects' own children. To derive the measure of stability in aggression across the 22-year period, a structural model involving manifest variables and a latent "aggression" variable was developed. Based on correlation and regression analyses, results indicate (1) moderately good predictability from early to later aggression over 22 years, especially among males; (2) a relationship at 8 years between intelligence quotient and aggression that is not found later; (3) intergenerational transmission of aggression; and (4) stability of aggression as a characteristic of the individual. (RH)

ED 229 147 PS 013 504

Baroody, Arthur J.; Gannon, Kathleen E.

The Use of Economical Mental Addition Strategies by Young Children.

SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- Apr 83
GRANT- PHS-1-R01-HD1657-01A1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Addition; *Cognitive Processes; *Computation; Instruction; Kindergarten; *Kindergarten Children; Models; Primary Education
IDENTIFIERS- Mental Computation

Addition strategies used by 36 kindergarten children were examined. Children were given written stimuli (such as "2+5" and "3+7") during two sessions taking place a week apart. Results indicated that once children came to rely on mental addition strategies, they often quickly invented more economical procedures to compute sums. Also confirmed was the hypothesis that a specific mental addition strategy recently discovered in a case study (counting-all starting with the larger addend) was not an uncommon labor-saving device among young children. On the other hand, the strategy of counting-on from the first addend was found to be relatively rare as a result of its being cognitively less economical than either counting-all starting with the larger addend or counting-on from the larger addend. A double count model of mental addition explained the above results. Finally, several devices that may help children make the transition from counting-all to counting-on were observed. (Author/MP)

ED 229 162 PS 013 521

Jennings, Kay D.; Connors, Robin E.

Children's Cognitive Development and Free Play: Relations to Maternal Behavior.

SPONS. AGENCY- March of Dimes Birth Defects Foundation, Washington, D.C.
PUB DATE- Apr 83
GRANT- MDBDF-SBSR-12-71
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; Locus of Control; *Mothers; Motivation; Nonverbal Communication; Observation; *Parent Child Relationship; *Parent Influence; *Play; *Preschool Children; Preschool Education; Questionnaires; Socioeconomic Status; Verbal Communication

Relationships between mothers' behaviors and (1) their children's verbal and nonverbal cognitive functioning, (2) their children's level of play, and (3) mothers' perceptions of their children's task motivation were investigated. Forty-four mothers and their preschool children from a wide range of socioeconomic backgrounds participated in the study; there were 25 boys and 19 girls in the sample. Mother-child interaction was observed in the home during the performance of structured tasks and during free play. Following these tasks, children were asked to play with their own toys; during 10 minutes of free play maternal behaviors were observed. Children's cognitive functioning and level of play were assessed at school with the McCarthy Scales of Children's Abilities, and children's play was observed during their regular free play period at school. Mothers' perceptions of their children's task motivation was assessed by means of a 36-item questionnaire: the Mother's Observation of Mastery Motivation. Results indicate that quality of maternal interaction is related to children's cognitive development and to the quality of children's play. Mothers' willingness to give more control to their children apparently facilitates cognitive growth by allowing children greater freedom to explore their environment. Maternal warmth appears to enhance children's ability to organize their play activities in meaningful ways. (RH)

ED 229 177 RC 013 793

Gray, Minnie Aliitchak; And Others
Old Beliefs = Taimaknaqtat.
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 81
GRANT- G008006779
LANGUAGE- Inupiaq; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Alaska Natives; *American Indian Culture; American Indian Literature; *Beliefs; Bilingual Instructional Materials; *Cultural Background; *Cultural Education; Elementary Secondary Education; *Eskimos
IDENTIFIERS- Imupiaq (Upper Kobuk)

Written in English and Upper Kobuk Inupiaq Eskimo, the booklet presents several examples of Eskimo "old beliefs" to be taught to younger people providing them with a greater understanding of the elders and what governs their actions and behavior. Topics of "old beliefs" pertain to babies, women, young girls and boys, bears, beavers, animal spirit, fish, raven, grebe, loons, mice, weather, sun and moon, and Northern Lights. (ERB)

ED 229 029 IR 050 183

Telefax Library Information Network. Final Report.
Denver Univ., CO. Graduate School of Librarianship and Information Management.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.
PUB DATE- 79
GRANT- HEW-032A-7804-P4041
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cost Effectiveness; Demonstration Programs; *Facsimile Transmission; Feasibility Studies; Graphs; *Information Dissemination; *Library Networks; *Public Libraries; Questionnaires; Records (Forms); Reference Services; User Satisfaction (Information)
IDENTIFIERS- TALINET Project; *Time Studies; *United States (North Central); University of Denver CO

A demonstration project was undertaken to determine whether 1978 telefacsimile technology could address the needs of rural public libraries in a cost-effective manner. The TALINET design utilized local public library staff and a research/resource information staff at the University of Denver to research questions and deliver information to five demonstration sites via telefax. A total of 958 reference questions were answered during the study; only 28% of the questions were time-critical, i.e., the answers would have been less useful to end-users if telefax had not been available. However, telefacsimile was found to be almost the least costly information delivery methodology. This final report describes project participants, educational preparation for the project, and TALINET equipment, marketing, and procedures and methodology. Also provided are descriptions of the project's trial operations and demonstration phases, a cost analysis of telefacsimile use in libraries, an analysis of barriers to telefax utilization, a discussion of the principal benefits of telefax use and other study findings, and a review of future directions in library telefacsimile applications. Appendices comprise extensive project site descriptions, sample TALINET and patron interview forms, cost graphs for telefacsimile transmission operations, and public relations and other descriptive project materials. (ESR)

ED 228 987 IR 010 656

Informational Technology and Its Impact on American Education.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.

PUB DATE- 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- *Computers; Delivery Systems; Educational Change; Educational Media; Educational Technology; *Government Role; School Role; Tables (Data); Technological Advancement; *Technology Transfer; *Telecommunications; *Video Equipment
IDENTIFIERS- *Information Technology; *United States

This study, which examines the extent to which information technology could serve American needs for education and training, documents two basic sets of conclusions: (1) the so-called information revolution is profoundly affecting American education by changing the nature of what needs to be learned, who needs to learn it, who will provide it, and how it will be provided and paid for; and (2) information technology can potentially improve and enrich educational services provided by traditional educational institutions, distribute education and training into new environments such as the home and office, reach new clients such as the handicapped and homebound, and teach job-related skills in the use of technology. This report provides an overview of the issues involved in educational applications of the new technologies, examining both the demands that will be made on education and the opportunities these technologies will afford to meet those demands. A wide variety of new information products and services is examined, including those based on the combined capabilities of computers, telecommunications systems, and video technologies. The effects which information technologies may have on the roles of a broad range of educational providers are also examined. Seventeen case studies of information technology applications are appended. (LMM)

ED 229 148 PS 013 505

Baroody, Arthur J.; Gannon, Kathleen E.
The Development of the Commutativity Principle and Addition Strategies in Young Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Addition; *Cognitive Processes; *Computation; Discovery Processes; *Kindergarten Children; Models; Primary Education; *Problem Solving
IDENTIFIERS- *Commutativity Principle (Mathematics)

Three models have been proposed to account for the relationship between the principle of commutativity and the development of more economical addition strategies, which disregard addend order. In the first and second models, it has been proposed that either discovery or assumption of commutativity is a necessary condition for the invention of advanced addition strategies. A third model suggests that children may invent labor-saving addition strategies without appreciating the commutativity principle. A study tested these three models by evaluating 36 kindergarteners' responses on two types of commutativity tasks. Both tasks involved predicting whether commuted and noncommuted pairs of problems would produce the same or different answers. Over two sessions, children's addition strategies were also assessed. Strategies noted were spontaneous counting-all with concrete supports; counting-all mentally, starting with the first addend; counting-all mentally, starting with the larger addend; counting-on mentally from the first addend; and counting-on mentally from the larger addend. (Counting-all strategies begin at the number 1; counting-on strategies begin at the value of the first addend selected by the child.) Findings indicated that, as proposed by the second model, commutativity was not naturally assumed by children, but appeared to be discovered. Contrary to the first model and consistent with the third, an understanding of commutativity was not evident in all subjects who invented labor-saving addition strategies. (Author/RH)

ED 229 193 RC 014 003

Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
PUB DATE- 80
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- American Indian Culture; *American Indian Education; American Indian History; *American Indians; *Child Abuse; *Child Neglect; Child Rearing; Child Welfare; Cultural Differences; Extended Family; *Influences; *Parent Attitudes; Prevention; Racial Relations; Tribes

The six-page information sheet addresses the elements in Indian history, culture, psycho-dynamics, and socio-economics that have an impact on Indian child abuse and neglect. Discussion is presented on two myths that Whites have developed in time about Indians: racial superiority which has caused difficulty for the Indian and the necessity for assimilation in order to coexist within the same country. When working with Indian people it is suggested to avoid categorizing all Indians together since cultural diversity exists among Indian tribes. Another suggestion offered is to make an attempt to understand unique cultural attributes when working on a case of Indian child abuse and neglect. Background information is presented on: social organization of Indian families; education as a factor in breaking up the Indian extended family system; and the impact that a nonexistent extended family system has on child-rearing practices. Factors involved in Indian child abuse and neglect among young Indian parents in the urban setting are outlined and incude: immaturity and associated dependency, low self-esteem, difficulty in finding satisfaction in the adult world, difficulty in adusting to the dominant society, loss of control and power, social isolation, lack of parenting skills, difficulty in accepting responsibility for own lives, and limitation of ability to provide an adequate living. (ERB)

ED 228 804 EC 151 661

Ash, Paul M., Comp.
Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- American Indians; Career Education; Communication Skills; Counseling; *Curriculum Guides; *Disabilities; Early Childhood Education; Elementary Secondary Education; Individualized Education Programs; *Infants; Mainstreaming; Mathematics; Parent Education; Physical Education; *Preschool Children; *Special Education; *Vocational Education

A listing of 178 curriculum guides for exemplary special education programs is presented, based on a national 1983 survey of over 500 programs. For each program, information is presented on the title of the guide, the source and source address, development date, price, number of pages, recommended exceptionality area(s), and recommended level(s). In addition, an exceptionality use index is included to enable users to locate the program by exceptionality or topical area. The index includes the following exceptionalities/topics: mental retardation (educable, trainable, and severe and profound); emotional disorder; learning disability; speech, hearing, and language; deafness; hearing impairment; blindness; visual impairment; giftedness; physical handicap; multiple handicaps; infants; career-vocational education; preschool education; mainstreaming; parents; autism; deaf/blind programs; English; general resources; individualized education programs; Native Americans; recreation/physical education; counseling; Down's Syndrome; family life education; hospital/homebound programs; mathematics; nonvocal communication; and sex education. (SEW)

ED 228 820 EC 151 678

Potter, Margaret L.
Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-85
PUB DATE- Jul 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classification; *Decision Making; *Disabilities; Elementary Secondary Education; *Eligibility; Models; Simulation; Special Education; *Student Evaluation

An investigation was conducted of the eligibility and classification decisions of 223 educational professionals who participated in a special education simulation exercise. Data from their decisions were characterized by much variability and inaccuracy. Fifty-one percent of the Ss declared a student with assessment data in the normal range to be eligible for special education services; 61 percent indicated the presence of handicapping conditions. A historical background for special education decisions is presented, and the Brunswikian Lens Model of decision theory is discussed as one way to understand the difficulty of special educators in making eligibility and classification decisions. Decision heuristics are proposed as a way to improve the educational decision process. (Author/CL)

Christensen, Philip R.; Mugiri, Ephantus M.
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
Academy for Educational Development, Inc., Washington, D.C.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- Mar 83
CONTRACT- AID/DSPE-C-0051
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developing Nations; *Educational Radio; Elementary Education; *English (Second Language); *Instructional Innovation; Rural Schools; *Second Language Instruction; Teaching Methods
IDENTIFIERS- *Kenya; *Radio Language Arts Project (Kenya)

Instructional radio is a relatively low cost technology which can deliver effective educational programs to any school capable of receiving broadcasts, however remote the school might be. This paper explores the Radio Language Arts Project (RLAP), an application of instructional radio technology to the teaching of English as a foreign language. The advantages and disadvantages of the use of radio in education are noted, and successful realizations of radio's potential in Kenya and Nicaragua are described. The subject matter, English, is analyzed from the perspective of the Kenyan curriculum and the radio medium. The most significant instructional design principles used by the RLAP are enumerated. These are: more intensive use of radio and for longer periods, cost control, systematic instructional development, provision for distributed learning and immediate reinforcement, and the teacher/radio partnership. Finally, the formative and summative evaluation strategies for the RLAP are described and the project's implications are considered. (Author/AMH)

ED 228 853 FL 013 624

Tsang, Sau-Lim
Bilingual Education in a Chinese Community. Final Research Report.
ARC Associates, Inc. Oakland, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Sep 82
CONTRACT- 400-80-0013
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education Programs; *Bilingualism; Case Studies; *Chinese Americans; *Cultural Context; Elementary Education; Language Usage; Program Evaluation; *Sociocultural Patterns

A study is reported which examines the following issues: the linguistic and cultural values that the Chinese community attaches to education and to the processes and outcomes of education; and the nature of the community's involvement with school programs and the degree of match and mismatch between the school and the home culture. Data were collected from King School and Wilson School in Cherrywood, California (all fictitious names), using a case study methodology over a period of 13 months. In addition to the description of the background to the study and the methodology, a detailed report of the following is given: (1) the history of the Chinese community in Cherrywood; (2) a linguistic profile of the community; (3) a description of the two schools; (4) development of bilingual education at King School; (5) bilingual classes in grades 2, 5, and 6 at King School; (6) issues of language use and dialect choice of the bilingual program at King School; (7) language use in bilingual classrooms; (8) student outcomes; and (9) questions on the status of bilingual education at Wilson School. The study concludes with a summary and recommendations, and two appendices which provide a linguistic comparison of the Chinese dialects and observation fieldnotes of a reading lesson. (AMH)

ED 228 898 FL 013 687

Gray, William A.; Gray, Marilynne E.
An Enrichment Model for Gifted/Talented ESL Pupils.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academically Gifted; Elementary Secondary Education; *English (Second Language); *Enrichment Activities; Grade 6; Grade 7; *Individualized Instruction; Models; Preservice Teacher Education; *Second Language Instruction; Small Group Instruction; Tutorial Programs

A mentor-assisted enrichment program was initiated in the 1981-82 school year for gifted/talented (GT) 6th and 7th graders in a public elementary school in Vancouver. The mentors were 11 pre-service teachers who used a "Four Phase Enrichment Model" to assist pairs of students to plan, carry out, complete, and then present an enrichment project to classmates. Because the emphasis was on enrichment, students and mentors collaborated in choosing a project, working it out, and practicing the presentation. In this way, students increased their higher level thinking skills, broadened their experience, and developed the ability to make presentations in front of a group. The mentor's role was to facilitate learning, establish a harmonious working relationship, guide the students, and provide them with the necessary information and support. This type of project provides an inexpensive means of G/T ESL students to pursue in-depth investigation of a topic of personal interest while developing their language and interpersonal skills. It also gives them experience beyond their own milieu. For it to succeed, support is needed from the teacher training professors, the classroom teachers, and the school administrators. Suggestions for future directions are given, and mentor report forms are appended. (AMH)

ED 228 912 HE 016 060

Dunston, F. Myron; And Others

Review of the Literature: Black Student Retention in Higher Education Institutions.

Research and Evaluation Associates, Inc., Chapel Hill, NC.
SPONS. AGENCY- Office of Civil Rights (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-82-0289
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Persistence; *Ancillary School Services; Bibliographies; *Black Students; College Admission; College Attendance; *College Desegregation; College Students; Developmental Studies Programs; *Dropout Prevention; Educationally Disadvantaged; Higher Education; Remedial Programs; *Student Attrition; Student Recruitment

Issues pertaining to the retention of black students, particularly those attending predominantly white colleges and universities, are reviewed, based on a survey of the literature. Three categories of concerns were found in the literature: ways of conceiving black student retention; factors affecting retention; and strategies and remedies to increase retention. During the early to mid-1960s, there was an emphasis on integrating black students into white university systems, while after the civil rights movement, many called for an educational process that addressed the intellectual and cultural needs of black students. Level of academic preparation has been found to be a central determinant of student persistence, and alienation and group identification have also been identified as key influences on attrition. Remedial strategies identified by the literature include: expanded efforts in outreach, recruitment, and admissions; more responsive counseling, student affairs, basic skills, and tutorial services; the continued development of special programs and services; and improved faculty, staff, and student awareness of underprepared students and their preferred modes of learning. A bibliography of approximately 85 publications is appended. (SW)

ED 228 927 HE 016 096

Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report.

Touche Ross and Co., Washington, D.C.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Capital; Cost Estimates; Educational Finance; *Expenditures; *Federal Programs; Financial Services; Higher Education; *Operating Expenses; *Program Costs; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

The flow of capital to and through the Guaranteed Student Loan (GSL) Program and the cost of that capital to the federal government and the individual borrower were studied. A review of the research on student loan capital was conducted, and automated cost models were developed to test assumptions and project future costs. Attention was directed to federal direct and indirect program costs and to offsets to federal costs. The role of each of the following participants in the GSL program was also examined: private lenders, federal government, state direct lenders and secondary markets, state guarantee agencies, private educational institutions, Student Loan Marketing Association, and underwriters. Although the program has been successful, federal expenditures have continued to increase. Direct costs included: special allowance, federal interest subsidy, federal reinsurance, insurance, administrative cost allowance, federal advance, and penalty interest. Indirect costs (in the order of 1982 magnitude) were: federal financing costs, tax-exempt bond subsidy, and program administration and overhead. Appended materials include cost data, major cost allocation assumptions, federal cost model descriptions, and a bibliography. (SW)

ED 228 942 HE 016 111

Wilms, Wellford W.
Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education.
National Commission on Student Financial Assistance, Washington, DC.

PUB DATE- 1 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Enrollment Trends; *Federal Aid; Institutional Characteristics; Postsecondary Education; *Proprietary Schools; *Student Financial Aid; *Vocational Education
IDENTIFIERS- *National Comm on Student Financial Assistance

The role of proprietary vocational schools in American postsecondary education and the way in which student financial aid is used are discussed. Proprietary vocational schools, organized as profit-seeking institutions, provide the bulk of American postsecondary vocational education. The average proprietary school is small and exists in a high-risk environment. Because student tuitions comprise the schools' sole source of revenue, they must be responsive to student and labor markets. Since federal student aid has largely accounted for the growth of the proprietary school industry, federal policies will likely exert a powerful effect on the schools' behavior. Proprietary schools' incentive structure apparently influences the way they package student aid, maximizing the use of grants, probably to aid recruiting and to the extent possible, minimizing loans. Because of proprietary schools' intense class schedule, work packaged as aid plays a relatively small part in student assistance. There is evidence that the schools' profit-seeking structure achieves certain efficiencies, not found in public schools, that carry benefits for students and the public. Information is presented on enrollments, program characteristics and costs, student job placement and earnings. (SW)

ED 228 957 HE 016 126

Miller, Scott E.
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Standards; Accountability; Compliance (Legal); *Eligibility; *Federal Aid; Federal Legislation; *Federal Regulation; Policy Formation; Postsecondary Education; Self Evaluation (Groups); Student Evaluation; *Student Financial Aid
IDENTIFIERS- Department of Education; *Higher Education Act Title IV; *National Comm on Student Financial Assistance

Current and proposed standards for satisfactory academic progress for recipients of federally sponsored student financial aid under Higher Education Act Title IV are reviewed. The review covers the following standards, proposals, and guidelines: the Veterans Administration standard, a self-regulatory initiative and guidelines for colleges provided by the American Council on Education (ACE) and others; a National Association of Student Financial Aid (NASFA) monograph that explains the self-regulation guidelines; proposed regulations for Title IV issued by the U.S. Department of Education that would incorporate the standards of the ACE statement; a General Accounting Office report that is critical of the institutions' academic progress standards and that offers policy recommendations; and the Pell-Nickles Bill to amend Title IV to provide academic progress standards. This overall review also includes a survey of student financial aid officers, which indicates the actions being undertaken by postsecondary institutions in light of the self-regulatory initiative. Eight recommendations are offered, and appendices include sample institutional policies, the text of the Pell-Nickles Bill, a satisfactory progress checklist, the ACE statement, and the NASFA monograph. (SW)

ED 228 972 HE 016 214

Hartle, Terry W.; Wabnick, Richard
The Educational Indebtedness of Graduate and Professional Students.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Business Administration Education; Data Collection; Doctoral Degrees; Financial Problems; *Graduate Students; Higher Education; Humanities; Income; Information Sources; Law Students; *Loan Repayment; Majors (Students); Masters Degrees; Medical Students; *Professional Education; Salaries; Sciences; *Student Loan Programs
IDENTIFIERS- *Debt (Financial); *National Comm on Student Financial Assistance

Trends in the level of borrowing by graduate and professional students, and the capacity of students to repay their education debt are considered. In addition, sources of debt data and implications of this information for national student aid and data collection policy are addressed. Attention is also directed to levels of indebtedness between graduate students in the arts and sciences and students enrolled in professional schools; the levels of indebtedness among fields within the arts and sciences; and the future earnings and debt burden of graduate and professional students. Debt burden refers to the portion of a borrower's future earnings that will be needed to repay educational loans. Five major fields are analyzed: business, law, medicine, arts and science Ph.Ds, and arts and science masters. The data for analyzing student debt came from the Graduate and Professional Student Financial Aid Service, the National Center for Education Statistics, and the Association of American Medical Colleges. Estimates of future earnings by occupational fields were derived from Census Bureau and National Research Council data. It was found that students in medicine and law had the highest estimated debt, while students seeking a masters or Ph.D in the arts and sciences showed lower indebtedness. (SW)

ED 229 003 IR 010 687

Mason, Emanuel J.; And Others
Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report.
Educational Skills Development, Lexington, Ky.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Case Studies; *Computer Assisted Instruction; Computer Programs; Individualized Instruction; *Microcomputers; *Multimedia Instruction; Program Evaluation; *Program Implementation; Questionnaires; Rural Schools; Secondary Education; State Programs
IDENTIFIERS- *Educational Telecommunications for Alaska Project; *Individualized Study by Technology; Site Visits

Findings are reported from 25 sites using the Individualized Study by Telecommunications (IST) program, an individualized, multi-media approach involving microcomputers which was designed to bring secondary education to small, isolated rural school districts in Alaska. This document summarizes the development and pilot-testing of the model, courseware (Alaska history, English, general math, and developmental reading), and procedures which were used in the project. In Part I, an introduction briefly explains the program, evaluation design, theoretical approach, and basis for the evaluation, and lists the 27 specific questions used to cover five broad areas--students, teachers, settings, courses, and costs. Four illustrative site visit reports are included to provide a context for the results. Part II summarizes the general and specific evaluation findings, and provides specific and general recommendations. Ten references are listed, and appendices contain study data tables, as well as the eight second site visit instruments with responses recorded, which provide information on school characteristics and course implementation, hardware and software, teacher and student classroom behavior, characteristics of IST communities, students' attitudes toward self, school and IST courses, student characteristics, and teachers' attitudes toward the courses. (LMM)

ED 229 044 IR 050 220

Basic State Plan: State-Federal Agreement, 1982.
Michigan State Dept. of Education, Lansing. State Library Services.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Criteria; *Economically Disadvantaged; Federal Aid; Grants; Institutional Libraries; Library Networks; *Library Services; Limited English Speaking; Low Income Groups; Physical Disabilities; *Public Libraries; *Statewide Planning; Tables (Data); Urban Areas
IDENTIFIERS- Library Funding; *Library Services and Construction Act; *Michigan

In accordance with the stated provisions of the Library Services and Construction Act (LSCA), as amended, and related regulations, this basic state plan contains criteria for determining adequacy of public library services for persons residing in areas without services or with inadequate services, disadvantaged persons residing in areas with high concentrations of low income families, persons of limited English speaking ability, persons in state institutions, physically handicapped persons, and persons and libraries using services from major urban resource libraries. It also contains criteria to assure priority to programs or projects serving areas with high concentrations of low income families and to areas with high concentrations of persons of limited English speaking ability. Tables give the unemployment rate and 1979 per capita personal income for Michigan counties as a basis for comparison. Lists are then provided of the economically disadvantaged counties and the Michigan library cooperatives heavily involved in serving economically disadvantaged areas. It is noted that these cooperatives have priority over public libraries for Title I grants. (Author/ESR)

ED 229 059 JC 830 149

The Black Advisory Committee of Valencia Community College. Guidelines.

Valencia Community Coll., Orlando, Fla.

PUB DATE- May 80

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Advisory Committees; Affirmative Action; *Black Leadership; *Blacks; Black Students; Black Teachers; Community Colleges; Participative Decision Making; Policy Formation; *School Community Relationship; School Holding Power; Student Recruitment; Two Year Colleges; Two Year College Students

Information and guidelines are presented in this report on the Black Advisory Committee (BAC) at Valencia Community College, which was created to monitor and assess the progress made by the college in increasing the enrollment and meeting the needs of black students. The preface outlines the history of the BAC's creation, the needs that the committee was designed to address, and its current role as a sounding board for matters pertaining to minority students. Next, guidelines for the BAC specify: (1) the status of the committee; (2) its purposes, i.e., to be a source of information for the college president, to assist in recruiting and retaining black personnel and students, and to develop a positive image of the college in the community; (3) its membership, which consists of people from the black community, administrators, faculty, and staff; (4) the offices and tenure of committee members; and (5) the frequency of meetings. Appended material provides BAC recommendations to the college president from 1979-80 through 1982-83, which included the funding of a Black Student Retention Pilot Project, the establishment of an Office of Minority Affairs, improved transportation for students, more support for developmental programs, and the employment of greater numbers of black faculty and administrators. Information on BAC incentive award recipients is also included. (HB)

ED 229 101 PS 013 165

Jones, Leroy; And Others
The Child Development Associate Program: A Guide to CDA Program Administration.
University Research Corp., Bethesda, Md.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Sep 81
CONTRACT- DHHS-105-78-1016
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; Administrator Role; Contracts; *Delivery Systems; Early Childhood Education; Guidelines; *Management Development; Postsecondary Education; *Program Administration; *Training Methods
IDENTIFIERS- *CDA; Child Development Associate; Direct Grant System; Project Head Start

This manual is designed to provide assistance to Head Start grantees and training institutions involved in the administration of Child Development Associate (CDA) training programs. Specifically, the manual is intended to (1) provide basic information on the CDA training program as well as an overview of basic program features and administrative requirements, (2) describe practices and methods for grantee-administered CDA programs, (3) define methods for administering institutional/contractor-funded programs, and (4) increase grantee/contractor knowledge of general management principles and concepts. A bibliography of management and training resources is appended, and copies of related contractual documents are provided. (MP)

ED 229 117 PS 013 471

Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).

Texas Univ., Austin. Region VI Resource Center on Child Abuse and Neglect.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Texas State Dept. of Human Resources, Austin.
PUB DATE- 81
GRANT- ACYF-90-C-1591
AVAILABLE FROM- Region VI Resource Center for Children, Youth, and Families, 2609 University Avenue, Suite 4.108, Austin, TX 78712 (Paper, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age; *Child Abuse; *Child Neglect; Data Collection; *Death; Ethnic Distribution; Family Characteristics; High Risk Persons; Incidence; Influences; Profiles; Recordkeeping; Sex; Siblings; *Victims of Crime
IDENTIFIERS- *Texas

A study conducted to determine the characteristics and circumstances of child deaths related to abuse and neglect in Texas during 1975-77 is the subject of this document. Following an introduction providing study background and a review of related literature, the second section provides a brief description of the Child Abuse and Neglect Reprint and Inquiry Systems (CANRIS) and describes derivation of the study sample. Also presented in this section are the specification and coding of the major variables included in the study, along with an overview of the data analysis procedures used. The third section offers in detail the results of the comprehensive analysis in terms of circumstances and characteristics of child deaths, family background, type of child abuse, neglect incident implicated in death of child, and distribution of victims by age and sex. Finally, the last section suggests measures to improve the state's delivery of child protective services to the population at risk. Five appendices include CANRIS report and case file abstract forms, master listings of CANRIS and case file variables considered for study, and an annotated bibliography of infanticide and child abuse and neglect literature. (MP)

ED 229 132 PS 013 487

Sonnenschein, Susan; Whitehurst, Grover J.
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Ability; Cognitive Development; *Communication Skills; *Kindergarten Children; *Listening Skills; Preschool Education; *Speech Skills; Training; *Transfer of Training
IDENTIFIERS- *Referential Communication; Rule Learning

It was generally hypothesized that two procedural deficiencies underlie the failure of most preschoolers to produce informative referential communications or to understand that ambiguous communications directed toward them are faulty. The first is a deficiency in understanding the difference rule (the fact that an informative message should describe the difference between a referent and other similar events with which it may be confused). The second concerns role combination (the fact that the roles of speaker and listener are complementary and that experience gained in one mode is relevant to performance in the other). It was expected (1) that if the child is taught the difference rule, role-switching will enhance transfer of speaking experience to listening, or vice-versa; (2) that difference-rule training alone should be successful intramodally but not cross-modally; and (3) that role-switching alone should have no effects. The design for testing these specific hypotheses involved orthogonal variation in the number of role-switching episodes children received and variation in the way they received difference-rule feedback training (in the speaking mode, the listening mode, or not at all). A total of 60 kindergarten children from two private schools were first tested on two stimulus discrimination tasks. One week after initial testing, subjects participated in similar speaking and listening tasks and evaluation tasks. Results are discussed. (RH)

ED 229 163 PS 013 522

Wandersman, Lois Pall
New Directions for Studying the Interaction between Parent Education and Family Characteristics.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 83
GRANT- NIMH-R03MH3579
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attrition (Research Studies); Early Parenthood; *Formative Evaluation; Guidelines; *Parent Education; Parent Participation; *Program Evaluation; *Research Needs; *Research Problems

Major obstacles to conducting process research with parent education programs exist; new directions for studying how programs interact with participants are needed. In particular, intervention research is time consuming and expensive. The small number of subjects involved are often at risk and under considerable social stress. Self-selection and nonrandom attrition erode the sample. Comparing results from different programs is difficult because of (1) lack of clarity about program goals and effects to be measured, (2) wide within-program variations in program implementation, and (3) inadequate process and outcome measures. An ecological, experimental study of educational support groups for adolescent mothers illustrates these problems, and suggests an approach to learning from them. To explore the role of supportive education groups in the development of maternal and infant competence, 48 pregnant, low-income adolescents were interviewed and assigned to parenting group or control conditions. At 1- and 8-months postpartum, mothers were interviewed, mothers and infants were observed, and infants' developmental status was assessed. Results showed different patterns of participation were based on needs and resources of mothers. Future research should focus on attrition as a nonrandom variable, while studying a broader range of programs, directly comparing alternative forms of programs, and utilizing theoretical concepts of how context affects development. (RH)

ED 229 178 RC 013 794

Pulu, Tupou L.; And Others
Net Making = Kuvrinialiq.
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 81
GRANT- G008006779
LANGUAGE- Inupiaq; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Alaska Natives; Bilingual Instructional Materials; Cultural Activities; *Cultural Education; Elementary Secondary Education; *Eskimos; *Handicrafts
IDENTIFIERS- *Fishing Nets; Food Gathering; Inupiaq (Upper Kobuk)

Presented in English and Upper Kobuk Inupiaq Eskimo, the booklet describes and illustrates the skills necessary for the construction and the hanging of the fishing nets used by Eskimos. Description of net making includes gathering the bark; willow twine making; kinds of implements used in net construction (twine, shuttle, gauge, forked stick, rope, measuring stick, floats, thread and large needle, sinkers, spreader bars, and scissors); how to begin the first mesh; how to lengthen the chain; and hanging the net. Net making is suggested as a learning activity for grades 4-12, and the booklet is designed to be utilized with a videotape, entitled "Net Making." (ERB)

ED 228 790 EC 151 644

Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
Cincinnati Univ., Ohio. Coll. of Medicine.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Early Experience; Health Services; *High Risk Persons; Infants; Inservice Education; Mothers; *Parent Education; *Premature Infants; *Prevention; Professional Education; Psychological Services; Social Services
IDENTIFIERS- Infant Stimulation

Objectives and outcome data of a University of Cincinnati College of Medicine program, which serves infants at risk for developmental disorders and their mothers, are presented. The Infant Stimulation/Mother Training Program for premature, low birthweight infants is designed to meet the following service objectives: 1) identify and recruit high-risk mother-infant pairs after delivery; 2) modify the environment of the neonatal special care nursery to actively involve parents in infant care; 3) counsel, support, and provide medical information to parents; 4) provide services following the infant's discharge, including weekly mother-infant classes and home visiting; 5) provide medical followup clinic services integrated with social service, nutrition, and psychological interventions, as well as referrals to specialty clinics and educational intervention programs; 6) provide continuity of service from birth to 3 years; 7) provide training and practicum experiences for medical, nursing, and graduate students; 8) gain public support for the concept of primary prevention; and 9) develop curriculum materials, media presentations, and publications. Program accomplishments are detailed, including the names of out-of-town participating hospitals; data on inservice training and consultation; and program evaluation findings on the impact of the nurses' outreach training. (SEW)

ED 228 869 FL 013 640

Rodriguez, Rodolfo, Comp.

Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.90; student edition $1.75).

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Bilingual Education Programs; *Decision Making; *Mexican American Education; Multicultural Education; *Parent Participation; Parent Role; *Parent School Relationship; *Spanish Speaking; Teacher Education

This guide on training bilingual education teachers focuses on parents as advisors in the decision making process at bilingual schools. The two units, "An Introduction to Parent Participation" and "Parent Participation in Educational Decision Making," include objectives, definitions of terms, lists of materials and equipment, and learning activities. The goals of the guide for teacher trainees include being able to: (1) identify three main types of parent participation, (2) describe the fundamental differences in parent participation in the "deficit" and "Reforma Escolar" modules, (3) discuss at least three reasons for parent participation in decision making processes, (4) describe five levels of parent participation in educational decision making, (5) describe a leadership training plan for parents, (6) demonstrate an understanding of the important role of parent participation by understanding relevant research on the topic, (7) differentiate between formal and informal community participation, (8) analyze a current parent participation program, (9) write a plan to recruit parent volunteers, and (10) design a parent-teacher conference. A bibliography and a list of resource organizations are appended. (NCR)

Matematicas en la vida actual. Volumen II, edicion para el maestro. (Mathematics: A Practical View. Volume II. Teacher Edition). Applied Basic Curriculum Series.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.00; student edition $2.75).
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Context; Educational Games; Intermediate Grades; Learning Activities; *Mathematics Materials; Supplementary Reading Materials; Teaching Guides; Textbooks

This Spanish language teacher's edition of a practical mathematics text for the intermediate grades contains three components which can be structured in different combinations according to different student needs. Built around a review of selected objectives in the mathematics basic curriculum, the material is intended to stimulate interest in both mathematics and the professional world. The first section of each component revolves around challenging and fun problems; the second section deals with practical aspects of math in everyday life; and the third component presents math problems similar to those students will encounter in contemporary life. The activities include narratives, puzzles, games, and other activities of high interest and low readability. Each section is introduced by a statement of learning objectives, the cognitive and affective domains and levels concerned, materials, key words, and guidelines for implementation. Each section also contains an exercise that is applied to life in the home and civic community. The student activities include exercises and evaluations based on the mathematical skill reviewed. The skills and life situations dealt with in this volume are (1) maps and map reading; (2) geometry; and (3) decimals, fractions, and percentages in connection with business and office jobs. (AMH)

ED 229 017 IR 050 170

Young, Diana, Comp.

School & Library Service to Children: Crisis in the Southeast.

North Carolina State Library, Raleigh.; Southeastern Library Association, Tucker, Ga.

PUB DATE- Jun 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Accreditation (Institutions); Censorship; *Childhood Needs; Demonstration Programs; Elementary Secondary Education; *Learning Resources Centers; Librarians; Library Cooperation; Library Expenditures; *Library Services; Library Standards; *Public Libraries; *School Libraries; State Standards

IDENTIFIERS- *Southeastern Library Association; *United States (Southeast)

This report presents papers, transcripts of speeches and group discussions, and other documents from a June 1982 conference on school and library services to children in the southeastern United States. The major presentations include: (1) a keynote address by Sara W. Hodgkins entitled "Our Children, Our Future"; (2) the transcript of an audiovisual presentation entitled "Proud But Not Satisfied"; (3) papers on cooperative efforts between school and public libraries by Ginny McKee and Jeannine Eaton; (4) copies of standards for accreditation of school libraries and learning resource centers in Kentucky, Mississippi, and Virginia; (5) papers on school and public library budget and personnel considerations for the 1980's by Mary Somerville, Marilyn Miller, and Sarah Long; (6) a review by Ken Donelson of censorship efforts on the part of individuals, organized groups, and librarians, with a list of suggestions for dealing with censorship attempts; and (7) descriptions of exemplary programs of library service to children in the southeast, based on a list of seven criteria. (Author/ESR)

ED 229 030 IR 050 184

Telefax Library Information Network. TALINET II Continuation Grant.
Denver Univ., CO. Graduate School of Librarianship and Information Management.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.
PUB DATE- Sep 79
GRANT- HEW-0328-7901
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Conferences; *Cost Effectiveness; Demonstration Programs; *Facsimile Transmission; Feasibility Studies; *Information Dissemination; *Library Networks; *Public Libraries; Reference Services; *Telecommunications; User Satisfaction (Information)
IDENTIFIERS- *TALINET Project; Time Studies; United States (North Central); University of Denver CO

A demonstration project was undertaken to determine whether 1978 telefacsimile technology could address public library needs in a cost-effective manner. The TALINET project involved local public library staff in five developing communities in Colorado, Kansas, Montana, South Dakota, and Wyoming, as well as research/resource information staff at the University of Denver who researched questions from the public libraries and delivered information to them via telefax. This report describes the dissemination of the findings and implications of the TALINET project and reviews further experimentation with the Qwip II, a more advanced telefacsimile machine. Report appendices comprise: (1) the agenda and list of participants in a 1979 TALINET Regional Conference which was entitled "TALINET: Exploring Telefacsimile for Library Applications"; (2) the conference's keynote address by Norman H. Kreisman entitled "Telecommunications--Libraries and the Future"; and (3) a paper entitled "A Baker's Dozen of Telecommunications Technologies: Capsule Descriptions for the Layman," which describes audio teleconferencing, video teleconferencing, computer conferencing, slow scan television, facsimile, the Electronic Blackboard, TTY (teletypes for the deaf), closed captioning of television, teletext and viewdata, subcarrier (SCA), instructional television fixed service (ITFS), cable television, and satellite networking; it also lists the strengths and weaknesses of video teleconferencing, computer conferencing, audio teleconferencing, and face-to-face conferencing. (ESR)

ED 229 073 JC 830 184

A Study of Commuting Costs at Seven Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Bus Transportation; Community Colleges; Commuter Colleges; *Commuting Students; Day Students; Evening Students; Full Time Students; Part Time Students; *Student Costs; *Student Transportation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Car Pooling; *Illinois

In 1981, a study of the costs to students of commuting to community colleges in Illinois was conducted as an aid to analyzing student financial need policies, to helping students make informed decisions about college attendance, and to analyzing tuition policies related to student costs. A survey instrument was administered to 2,847 students from seven representative community colleges, requesting information on campus attended, time of attendance, commuting distance, number of trips made to campus, and costs of car pooling and using public transportation. The study revealed that: (1) the average cost of commuting was $1,160 per academic year for full-time students; $381 for students taking one course; and $624 for students attending two courses; (2) the average commuting cost for all students was $996 per year; (3) weekly commuting costs were $31.57 for students attending a main campus only; $21.18 for those attending an off-campus center only; and $37.67 for those attending both main and off-campus centers; (4) weekly commuting costs were $34.06 for day students, $15.77 for evening students, and $36.87 for those attending both day and evening courses; and (5) average commuting costs were $32.68 for those driving a personal vehicle, $8.93 for car poolers, and $13.07 for those using public transportation. Policy implications of the findings and the survey instrument are included in the report. (DAB)

ED 229 087 JC 830 202

Hector, Judith H.
A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College.
PUB DATE- 1 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; College Mathematics; Community Colleges; *Comparative Analysis; *Course Evaluation; Evaluation Methods; Grades (Scholastic); *Remedial Mathematics; Remedial Programs; Two Year Colleges; *Two Year College Students; *Writing Instruction
IDENTIFIERS- *Base Rate Approach; Walters State Community College TN

A study was conducted at Walters State Community College (WSCC) using a "base rate" approach to evaluate developmental mathematics and English courses. The study involved the collection of data on students' success rates in developmental courses and later in college-level courses; on developmental students' success rates compared with those of non-developmental students; and on the relationship of developmental and college-level course grades. Data for fall 1977 through winter 1979 were used as an initial base rate against which data from three subsequent six-quarter periods were compared. The study revealed: (1) during the base rate period, 62% of the students enrolled in developmental mathematics and developmental writing courses passed with a C or better; (2) in subsequent periods, C grades or higher were achieved by 57% (1978-80), 63% (1979-81), and 64% (1980-82) of the mathematics students; (3) of the successful developmental writing students who later enrolled in English Composition, 70% passed the college-level course in 1977-80, compared to 59% in 1978-80, 71% in 1979-81, and 60% in 1980-82; (5) of the successful developmental math students who later enrolled in Math Analysis, approximately 75% passed the college-level course in each six-quarter period; and (6) the grade distribution of former developmental students compared favorably with the overall grade distribution in both English and Math college-level courses. (DAB)

ED 228 821 EC 151 679

Skiba, Russell; And Others
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-88
PUB DATE- Sep 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Disabilities; Elementary Education; *Evaluation Methods; *Formative Evaluation; Intermediate Grades; Program Implementation; *Reading Instruction; *Resource Room Programs; Teaching Methods

Twenty pairs of students from seven special education resource rooms (elementary and intermediate grades) were assessed on the structure of the instruction they received. Their reading achievement was measured three times during the year. The instructional programs for 10 experimental students were to be based on their teachers' use of continuous evaluation procedures; these students were assessed also on an accuracy of implementation scale. Results indicated that the procedures were administered and the data charted appropriately, and that teachers considered the procedures time efficient and useful in monitoring student progress. However, the procedures rarely were used to evaluate instructional programs, make instructional changes, or monitor the effectiveness of the changes. No statistically significant differences in instructional structure or achievement were found between experimental and control Ss. (Author/CL)

ED 228 899 FL 013 688

Crandall, JoAnn; Grognet, Allene Guss

English for Special Purposes in Adult ESL.

PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; Adult Students; *Communicative Competence (Languages); Competency Based Education; Course Objectives; *English for Special Purposes; Limited English Speaking; Notional Functional Syllabi; Postsecondary Education; *Student Needs

Experience in adult English as a second language (ESL) programs in recent years supports the claim that they are always intended to meet specific needs of the learners. Six program models for adult English for Special Purposes (ESP) courses are identified and described. These are: (1) Survival and Coping Skills ESL, (2) Literacy ESL, (3) Prevocational ESL, (4) Basic Skills/General Educational Development (GED) ESL, (5) Vocational ESL/VESL, and (6) Home Management ESL. These models were developed at a time when Adult Basic Education was becoming increasingly competency based. Trends in languages and linguistics toward notional functional syllabi combined with developments in adult education, language learning theory and practice, and ESP to make adult ESL more competency based. In adult ESL/ESP, linguistic factors would be considered secondary to social factors; the emphasis would be on life skills rather than on linguistic skills. Initially, the topic with its accompanying competency is considered. The next considerations are the language components, namely, speaking, listening, reading, and writing. These are followed by structure, vocabulary, cultural notes, materials, and activities. Each competency and consideration is modified by the purpose of the course. Such an approach speaks to adult needs and encourages motivation. (AMH)

ED 228 988 IR 010 657

Cutts, Pat Achey, Ed.
Instructional Computing--A Planning Guide: Reaching for the Future.
Area Education Agency 7, Cedar Falls, IA. Educational Services Div.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Committees; Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; *Curriculum Development; Educational Planning; Elementary Secondary Education; *Long Range Planning; *Microcomputers; Needs Assessment; *School Districts

This guide was developed to serve as a catalyst in the design of long-range school district plans for the integration of computers into the curriculum and to assist districts in creating and controlling the direction they pursue in regard to instructional uses of the microcomputer. It raises questions, presents alternatives, and offers an opportunity for a district planning committee to design a curriculum to meet their specific needs. A description of the purposes and functions of a computer planning committee is followed by a list of questions to assist the committee in their thinking and planning. Questions fall into four categories: assessment of current usage, assessment of curriculum concerns, planning considerations, and implementation. The general scheme of developmental stages for instructional computer usage which is outlined can be restructured to reflect local concerns, capabilities, and priorities. Options or ways that computers might be used in schools are listed, applications are explained, and examples given. A format for priority ranking by individual committee members, once the various options and needs have been identified, and additional planning forms are included. (LMM)

ED 229 149 PS 013 506

Perry-Sheldon, Barbara; Fairchild, Steven H.
Educating the American Public: A Survey of Child Care Articles in Popular Women's Magazines, 1959 to 1981.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Analysis; *Day Care; Early Childhood Education; *Mass Media; Media Research; *Periodicals; Surveys

A survey was conducted to study discussions of day care for children appearing in periodicals during 1959-81. Surveyed were articles found in the 12 most widely circulated magazines typically identified as being for women. A bibliography was made of the 96 articles appearing in the magazines, as listed in the "Reader's Guide to Periodical Literature." The 93 articles available were then read and classified by major content themes. Graphs and descriptive statistics were used to organize the data. Results indicated that the number of articles on child care topics published per year has tended to increase over time. Typical themes were found to fall generally into six categories relating to child care: finding and choosing a program, effects of centers on children, need for day care, specific program examples, starting a center, and parent-centered issues. It was additionally found that peak years of publication paralleled the political history of child care, although articles did not discuss political events but tended to view day care as a normal advance in society that frees women to pursue personal goals and society's needs. Day care was presented as a positive option for children. (Of the 96 articles identified, 40 appeared in "Parents Magazine.") (RH)

ED 229 179 RC 013 795

Remick, Dennis; Pulu, Tupou L.

Summer Fish Camp.

Alaska Univ., Anchorage. National Bilingual Materials Development Center.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Alaska Natives; Cultural Activities; *Cultural Education; Elementary Secondary Education; Enrichment Activities; *Eskimos; Extended Family; *Family Involvement; *Foods Instruction; Home Management; Learning Activities; *Lifestyle; Outdoor Activities; *Summer Programs
IDENTIFIERS- *Fishing; Fishing Industry; Food Processing

The booklet presents a description and illustrates, with photographs, the Eskimo lifestyle and the kinds of activities that occur at a summer fish camp on the Yukon River. Eleven suggested activities are listed for the teacher to present when using the booklet. Activities include studying the map of Alaska; tracing the life cycle of the fish; taking the students fishing; studying parts of the body of the fish; discussing the importance of fish management; figuring the cost of a set of gear for commercial fishing and comparing that to subsistence fishing gear; figuring the cost of supplies to feed a family for eight weeks of summer camping; writing about the student's own experience with summer fish camp; and writing favorite fish recipes and ways to fix greens or berries collected during summer camping. (ERB)

ED 229 194   RC 014 004

Implementing the Indian Child Welfare Act of 1978.
National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
PUB DATE- 80
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agency Role; *American Indians; *Child Abuse; *Child Advocacy; *Child Neglect; Child Welfare; Court Litigation; Court Role; Prevention; *State Courts; *Welfare Agencies
IDENTIFIERS- *Indian Child Welfare Act 1978; State Tribal Relationship

The information sheet, consisting of four pages, looks at the implementation of the Indian Child Welfare Act of 1978 by presenting goals of welfare agencies working with Indian families, provisions of the Act, reasons for reluctancy of states to accept tribal jurisdiction of child welfare cases, and criteria for evaluating petitions for reassumptions of jurisdiction. Four major policy goals that federal, tribal, state, and private welfare agencies should consider are: increased involvement by tribal governments and other Indian organizations; recognition of inconsistencies between Indian tribal cultures and current child welfare services techniques, standards, and goals; placement of Indian children in Indian adoptive and foster homes; and unmet needs of Indian families and children. Provisions of the Indian Child Welfare Act of 1978 include: placement of an Indian child residing on an Indian reservation shall be valid only by appropriate tribal court; Indian families will be accorded a full and fair hearing; due process rights of Indian families shall be respected; foster care placement may not be ordered unless evidence demonstrates it is for the child's benefit; priorities in placement of Indian children will be established; and the Secretary of Interior shall assist Indian tribes in the establishment and operation of Indian family development programs. (ERB)

ED 228 805 EC 151 662

Schofer, Richard C.; And Others
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 80
GRANT- G007602997; G007900932
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Compliance (Legal); *Disabilities; *Federal Regulation; Higher Education; *Inservice Education; Postsecondary Education; Preservice Teacher Education; *Staff Development; *Statewide Planning; Technical Assistance; Technical Writing
IDENTIFIERS- *Comprehensive System of Personnel Development; *Education for All Handicapped Children Act

A handbook to assist states in fulfilling requirements of Public Law 94-142 to provide a Comprehensive System of Personnel Development (CSPD) for special education staff is presented. The handbook is intended to help writers develop, review, update, and implement the CSPD, which is one section of the state plan submitted to the federal government. The workpages of the handbook are divided into eight sections, each of which contains the appropriate regulation, suggestions for writing the section, possible resources, and corresponding items from the "OSE Reviewer's Guide," on which the evaluation of the state's plan is based. The eight sections of the plan cover the following: the introduction, groups participating in the development and revision of the CSPD; the annual assessment for determining personnel training needs; the inservice and preservice plans; efforts to disseminate and promote adoption of information and practices in personnel development; the CSPD evaluation; and technical assistance offered by the state education agency (SEA). Appended materials include the "OSE Reviewer's Guide," sample data tables and instructions, a list of primary CSPD persons in SEAs, a list of groups who may participate in CSPD development, several sample needs assessment and inservice questionnaires, examples of inservice training plans, information on college special education programs, and a list of agencies providing technical assistance. (SEW)

ED 228 838 FL 013 583

Roizen, Merle A.
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *English (Second Language); Higher Education; *Language Tests; *Reading Comprehension; *Second Language Learning; Student Attitudes; *Testing; *Test Interpretation

Research has been done on the relationship between students' language learning strategies and test-taking strategies, but often such investigations have taken place after a time lapse. This project entailed asking students to evaluate and explain how they take reading comprehension examinations in a foreign language while they were actually taking the examination. Forty-five university students, native or proficient speakers of Hebrew in their first year of a two-year English as a second language (ESL) program, were given five subtests designed to test reading comprehension in English. After each subtest there were a series of questions in Hebrew designed to find out how students evaluate examination questions and test types and use test taking strategies. The five tests consisted of: open-ended questions, multiple choice, rhetorical devices, vocabulary, and a cloze test. In addition to the questions for evaluation of each subtest, there were 16 general evaluation questions. Analysis of the data revealed that most students preferred the open-ended questions and succeeded better on them. It also appeared that strategies students used taking the test were determined by the nature of the subtest. A copy of the test is attached. (AMH)

ED 228 854 FL 013 625

Rivera, Charlene

Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary.

InterAmerica Research Associates, Rosslyn, Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 29 Jan 82

CONTRACT- 400-79-0042

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Bilingualism; Bilingual Students; *Communicative Competence (Languages); Educational Research; Inservice Teacher Education; *Language Proficiency; *Measures (Individuals); Research Proposals; *Testing

A history and overview is provided of the Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. First, the points of origin are summarized and the components of the project are noted. Subsequent sections are devoted to a summary of the activities of each component. The research component concerned basic research related to language proficiency assessment (LPA) issues and consisted of three proposals for each of two cycles. The second component dealing with teacher training was implemented over a period of 2 years in Tucson (Arizona) and Berkeley (California). This component intended to provide forums wherein teachers and administrators would explore the application of ethnographic/sociolinguistic theories and methodologies that are used in LPA practices. The final component, an LPA symposium, is described as a major effort toward integrating insights gained from the findings of the other components of the project and as a forum where participants could be encouraged to develop communication networks and to make recommendations on the federal and state levels. The conclusions and recommendations of the components are generalized and the contributions of the ALPBP project are outlined. (AMH)

ED 228 913 HE 016 068

Bylebyl, Jerome J., Ed.
Teaching the History of Medicine at a Medical Center.
REPORT NO.- ISBN-0-8018-2799-X
PUB DATE- 82
AVAILABLE FROM- The Johns Hopkins University Press, Baltimore, MD 21218 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Case Studies; *Curriculum Development; *Educational History; Health Occupations; Higher Education; Humanities; Interdisciplinary Approach; *Medical Education; Medical Schools; *Medicine; *Pharmaceutical Education; Seminars; Teaching Methods; Visual Aids

Ten articles on teaching the history of medicine at a medical center and commentaries on the articles are presented. Articles and authors include the following: Introduction (Jerome J. Bylebyl); "The History of Health and Disease for Health Professionals: The Case Study Approach" (Gert H. Brieger); "Medical History and Medical Humanities: Some New Styles of Learning and Teaching" (Chester R. Burns); "Disciplinary Perspectives in the History of Medicine: A View from the 1980s" (Russell C. Maulitz); "Antecedents to Contemporary Health Issues: History, Politics, and the Policy of Health" (Arthur J. Viseltear); "Pharmaceutical History for the Pharmacy Student" (John Parascandola); "The History of Medicine in a Medical Context" (Pauline M. H. Mazumdar); "Occupying the Visual Cortex: Using Slides to Teach the History of Medicine" (Robert J. T. Joy); "Some Experiences with Seminars in the History of Medicine" (Saul Jarcho); "Teaching Medical History to Medical Students: The McGill Experience, 1966-1981" (Don G. Bates); "Starting from Scratch: Installing a History of Medicine Program in a New Medical School" (Robert J. T. Joy); and "The Teaching of Medical History by Instructors from a Variety of Disciplines" (Alvin E. Rodin and Robert D. Reece). (SW)

ED 228 928 HE 016 097

Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report.

Touche Ross and Co., Washington, D.C.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cost Estimates; Economic Factors; Educational Finance; *Federal Programs; Higher Education; Interest (Finance); *Loan Repayment; Models; *Student Costs; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

The cost to a typical borrower of participating in the Guaranteed Student Loan (GSL) program was studied, based on the analysis of automated models that calculate total borrower costs under various scenarios. The focus was related to the actual costs of obtaining and repaying a student loan. Conclusions are as follows: (1) student borrowers under the GSL program usually pay in real terms (adjusted for inflation) an effective interest rate of close to zero, or in many cases, less than zero; (2) borrowers who hold loans for longer periods of time before entering repayment are able to realize more of an advantage than borrowers who enter repayment more quickly; (3) the Parent Loans for Undergraduate Students (PLUS) do not have the same advantages for borrowers as do student loans; (4) borrowers who can delay the start of repayment while enjoying the benefits of a federal interest subsidy have a major incentive to borrow; and (5) the real cost to the federal government is higher for student loans than for PLUS loans. In addition to the findings, attention is directed to the research methodology, three scenarios (high, moderate, and low cost institutions); borrower cost model descriptions, description of the GSL program, and a summary of selected literature and a list of sources. (SW)

Changing Characteristics of Student Aid Recipients, 1974, 1981.
Applied Systems Inst., Inc., Washington, DC.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 9 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Blacks; *Family Income; *Federal Aid; *Financial Aid Applicants; Higher Education; *Race; Research Methodology; *Student Characteristics; *Student Financial Aid; *Student Loan Programs; Whites
IDENTIFIERS- Basic Educational Opportunity Grants; College Work Study Program; Department of Education; Guaranteed Student Loan Program; *National Comm on Student Financial Assistance; National Direct Student Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

Changes in participation in five U.S. Department of Education student financial aid programs were assessed for 1974 and 1981. These programs are the National Direct Student Loan (NDSL) program, the College Work Study program, the Supplemental Educational Opportunity Grant (SEOG) program, the Guaranteed Student Loan (GSL) program, and the Pell or Basic Educational Opportunity Grant (BEOG) program. The following characteristics of student aid recipients were assessed: parental income, race/ethnicity, gender, and parental educational attainment. Findings include the following: student aid became more concentrated on freshmen from families with incomes of over $20,000; GSL participation rates increased 259 percent; Pell Grant (BEOG) freshman participation rates increased 48 percent; gender and parental educational attainment did not change much; and campus-based student aid participation rates changed little, except that higher income students gained more of the moderate funding increases than did lower income students, black NDSL program participation declined 19 percent, and white SEOG program participation declined 75 percent. It is concluded that student aid recipients differed most along the dimensions of family income and race. The study methodology is summarized. (SW)

ED 228 958 HE 016 127

Anderson, Raymond B.; Sanderson, Allen R.
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Access to Education; Assistantships; Disadvantaged; *Federal Aid; Federal Legislation; Fellowships; *Graduate Students; Loan Repayment; Need Analysis (Student Financial Aid); Postsecondary Education; *Research Needs; *Student Financial Aid
IDENTIFIERS- *National Comm on Student Financial Assistance; *Public Law 96 374

An agenda for research on financial issues in graduate education is proposed for the National Commission for Student Financial Assistance, based on the stipulations of Public Law 96-374, Section 491, part (7)(A). Research needs are as follows: (1) to determine the extent to which students may be dissuaded from pursuing graduate education on financial grounds to the detriment of the major fields of knowledge and the nation as a whole; (2) investigate existing and projected levels of graduate student indebtedness, expectations for borrowing, and implications; (3) analyze trends and shortcomings in the sources of support available to students for the financing of graduate education; (4) consider the financial and educational needs of persons from disadvantaged backgrounds; and (5) assess the desirability of modifying existing federal fellowship and assistance programs or establishing a new federal graduate student assistance program. The following sources of support to students are compared by type and level by discipline: the federal government; state and local governments; foundations, corporations, and other private entities; higher education institutions; and students and their families. The relevant text of the legislation is included. (SW)

ED 228 973 HE 016 215

Overview of the State Allocation Process for Campus-Based Student Aid.

Applied Systems Inst., Inc., Washington, DC.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; *Educational Equity (Finance); *Federal Aid; Federal Programs; Financial Policy; Higher Education; *Resource Allocation; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- *College Work Study Program; *National Comm on Student Financial Assistance; National Direct Student Loan Program; Supplemental Educational Opportunity Grants

The process whereby appropriated federal funds for the campus-based student aid programs are allocated to the states and to postsecondary education institutions is reviewed. The three campus-based programs are the College Work-Study, National Direct Student Loan, and Supplemental Educational Opportunity Grant student aid programs. Changes imposed by current funding levels and the pre-1981 and post-1981 funding forumla for the three programs are examined. The allocation process is described for both the state and institutional levels. There are four problems in realizing equity in the state allocation of student aid funds: (1) coming to general agreement about what is equitable, (2) developing an operational definition of equity, (3) defining key terms, and (4) reducing tension developed between shifting state situations. It is suggested that the program allocation formulae reflect a desire to achieve a stable funding pattern for institutions rather than achieving a more equitable funding of students. Appended data provide allocations for the three programs for 1981-1982, total enrollment by full- and part-time status for 1981-1982, the 1980 population aged 15-19, and the number of unemployed individuals in 1982. A glossary is appended. (SW)

ED 229 004 IR 010 689

Gohs, Frank X.
Individualized Study by Technology (IST).
Educational Skills Development, Lexington, Ky.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Assisted Instruction; Independent Study; *Individualized Instruction; *Microcomputers; Multimedia Instruction; Program Costs; Program Evaluation; *Program Implementation; *Rural Schools; Secondary Education; State Programs; Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Educational Telecommunications for Alaska Project; *Individualized Study by Technology

This booklet provides an overview of IST (Individualized Study by Technology) programs at small, isolated rural high schools in Alaska, which use individualized microcomputer-based courses to provide a more complete curriculum. First, a general description is given of the IST program, which utilizes teachers, traditional texts, and printed materials; microcomputer-assisted/managed instruction; and audiotape cassettes. Implementation of the four courses currently taught--Alaska history, English, developmental reading, and general math--is explained, focusing on teacher supervision, use of aides, use of the microcomputer, and materials storage. Additional sections discuss the evaluation design, pilot testing, microcomputer equipment reliability, characteristics of IST teachers, teacher training, and assistance. Study results summarized include those relating to teacher attitudes, student characteristics, course completion, student attitudes and achievement, and course costs. Major conclusions drawn from the evaluation of the 1980-81 pilot testing and projections for the program's future conclude the paper. Eight tables display pilot test evaluation data. (LMM)

ED 229 045 IR 050 221

Kapusta, Joyce

A Bibliometric Study of the Relationship of Number of Journals Scanned and Number of Relevant Headings Used in the Index to Number of Citations Retrieved in Searches of Political Science Secondary Services.

PUB DATE- May 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Abstracts; *Citations (References); Correlation; *Indexes; Periodicals; *Political Science; Subject Index Terms

IDENTIFIERS- *Bibliometrics; Journal Articles

Five abstracting and indexing services covering the field of political science were examined in order to ascertain if a causal relationship exists between how they are structured and how effective they are in producing citations on a given topic. Using the topics of communism, democracy, elections, and revolution, two hypotheses were formulated and tested. Hypothesis A postulated that the number of article citations for a given topic would rise in relation to an increase in the total number of journals covered by an abstracting and indexing publication. Hypothesis B postulated that the number of article citations for a given topic would rise in relation to an increase in the number of subject headings used for that topic. Data for each service during 1978 were tabulated. As a measure of correlation, a Pearson's r was calculated for each topic for both hypotheses. For hypothesis A none of the topics had a statistically significant level of correlation. The topics communism and revolution were found to be correlated after testing hypothesis B; that is, as the number of communism and revolution subject headings used by the services increased so the number of article citations increased. A 14-item bibliography concludes the report. (ESR)

ED 229 060 JC 830 150

Hoenninger, Ron; And Others
A.B.E. Teacher's Manual.
Jefferson Coll., Hillsboro, Mo.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adult Basic Education; *Adult Learning; Community Colleges; Inservice Teacher Education; Learning Motivation; State Standards; Student Teacher Relationship; *Teacher Certification; Teacher Responsibility; *Teaching Methods; Two Year Colleges

Designed for instructor/tutors in Jefferson College's Adult Basic Education (ABE) Program, this manual provides information about teaching basic skills to persons 16 years of age or older. Section I presents general program guidelines with respect to statewide ABE objectives, student absentees/withdrawals, teacher certification, and responsibilities of ABE instructor/tutors. After section II lists currently available instructional resources, section III presents information on instructing adults, covering: (1) questions commonly asked by new teachers, such as how to get discussion started, how to maintain student interest, how teaching adults differs from teaching children, and how to involve students in course planning; (2) the psychology of adult learning, which is discussed in terms of motivation, outside assignments, individual differences, basic psychological laws, and human relations; (3) the motivation of adult learners through such methods as goal fulfillment, participation, personalization, and ego boosting; and (4) ways to recruit and retain students, including information on signs of adult discontent, aspects of good student/teacher relationships, roadblocks to communication, and myths about good teaching. Next, the requirements are presented for one-year, five-year, and life ABE teacher certificates in Missouri. The final section contains samples of various ABE forms. (DAB)

ED 229 102 PS 013 166

Jones, Leroy; And Others
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
University Research Corp., Bethesda, Md.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-82-31172
PUB DATE- 81
CONTRACT- DHHS-105-78-1016
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Child Caregivers; *Competency Based Teacher Education; Early Childhood Education; *Educational Improvement; National Surveys; Postsecondary Education; *Preschool Teachers; *Program Evaluation; Questionnaires; Self Evaluation (Groups); *Training
IDENTIFIERS- *CDA; Child Development Associate

Survey and assessment instruments used in the Child Development Associate (CDA) Training Provider Improvement System are offered in this document. Included are a self-assessment tool for CDA training providers and an update of the National Program Survey. The survey was designed to address the need for a national database on the CDA program and collects such information as amount and source of program funds, number and types of trainees, training costs, positions of training providers, training methods, staff responsible for training, and training program impacts. The CDA Training Provider Improvement System was designed to help providers assess the quality of their training and to identify program strengths and weaknesses. The assessment instrument focuses on numbers and types of trainees served; training curricula and methods employed; staff providing training; implementation of CDA training criteria; and program organization, administration, management, processes, costs, outcomes, and impacts. (RH)

ED 229 133 PS 013 488

Larrieu, Julie A.; Gruen, Gerald E.
Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Moral Development; *Mothers; Parent Child Relationship; *Parent Influence; *Preschool Children; Preschool Education
IDENTIFIERS- *Intention; *Moral Reasoning

A study was conducted whose primary objective was to examine the relationship between mothers' responses to children's intentions and children's development of moral reasoning. It was hypothesized that children of mothers who responded positively to their child's positive intent and negatively to their child's negative intent would use intent information to a greater extent in making moral judgments than would children whose parents did not respond differentially to intent. A secondary objective was to replicate, with children younger than those typically studied, the often-reported finding that with an increase in age, children display an increase in consideration of intentions underlying an act and a decrease in consideration of outcomes. A total of 72 preschool children ranging in age from 4.5 to 6.5 years were read stories designed for balance between consequences and intentions; following stories, children responded nonverbally by symbolically rewarding or punishing the story character. In a separate session, subjects' mothers completed a questionnaire on which they chose phrases describing their usual responses when their children's intentions resulted in negative consequences. Results indicated that children's use of intent information in making moral judgments did increase with age. Mothers were found to respond differentially to older and younger children with respect to use of positive intent and, regardless of the child's age, to respond with disapproval when negative intentions were displayed. (RH)

ED 229 164 PS 013 523

Drewry, Debra L.; Clark, Maxine L.
Factors Important in the Formation of Preschoolers' Friendships.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age; Family Structure; *Friendship; Intelligence; Interpersonal Attraction; *Predictor Variables; *Preschool Children; Preschool Education; Race; Self Concept; Sex; Siblings; Social Class; Sociometric Techniques
IDENTIFIERS- *Popularity; *Reciprocity

Reciprocity of friendships and variables related to popularity were studied in 47 male and 25 female preschoolers, of whom 15 percent were nonwhite. Subjects were administered the Peabody Picture Vocabulary Test, the Primary Self Concept Inventory, and a sociometric measure which yielded data on popularity and type of friendship pairings (reciprocal versus nonreciprocal). Additional data were gathered on physical attractiveness, birth order, number of siblings, social class, and the nature of the family structure (intact versus single parent). Reciprocal dyads were more similar in popularity scores and age than were nonreciprocal dyads; however, reciprocal dyads did not differ in sex or racial composition. More than 75 percent of the sample selected same-sex best friends, and 77 percent chose same-race best friends. Age, popularity, and stability of friendship discriminated the reciprocal from the nonreciprocal groups. In addition, six variables predicted preschool popularity: personal self-concept, peer attractiveness, social self-concept, stability of friendship, attractiveness as rated by college students, and verbal intelligence. (Author/MP)

ED 228 791 EC 151 645

Sturtz, Shirley; Ramsey, Jonny, H., Ed.
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
Central Intermediate Unit 10, Philipsburg, Pa.; National Committee, Arts for the Handicapped, Washington, D.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Art Activities; Ceramics; *Childrens Art; *Class Activities; *Creative Activities; Design Crafts; *Disabilities; Elementary Education; Freehand Drawing; Museums; Painting (Visual Arts); *Perceptual Motor Learning; Preschool Education; Puppetry
IDENTIFIERS- *Project PASE; Weaving

Class lessons and activities in the visual arts for handicapped students (preschool to adolescent) are presented, based on Programs in the Arts for Special Education (Project PASE). In addition, eight articles from Pennsylvania art teachers are included. The lessons and activities were developed and field-tested by Pennsylvania's Central Intermediate Unit #10. Activities are provided for the visual arts processes of drawing, painting, printmaking (e.g., press printing and brayer printing), ceramics, fiber arts, museum experiences, and mask and puppetry activities. Each lesson addresses one or more educational concerns, including motor skill development, perceptual development, art education, and general learning. In addition to identifying general goals, materials, and topics for the visual arts activities, adaptations for each type of disability (i.e., learning disabilities, physical handicaps, mental retardation, and social and emotional disturbances) are described. The articles and authors are as follows: "Potter's Wheel Experiences for Children with Special Needs" (Ann Hettmansperger); "Introducing Students to Puppetry-- The 'Hands-On Puppet'" (Ermyn King); "The 'Creature' Found in All Groups" (Sherrie Lonker); "Mandala Murals" (Sherry Lyons); "Creative Art Experiences for the Mentally Retarded" (Carole Kunkle-Miller); "Expressive Art for a Trainable Mentally Retarded Class of High School Students" (Dorothy McLaughlin); "A Space of Our Own" (Alice M. Schwartz); and "Look Hear!" (Keith P. Thompson). Appended materials include definitions of exceptionalities, and lists of 28 visual arts references, as well as 10 art and 6 special education periodicals. (SEW)

ED 228 870 FL 013 642

Jones, Noel K.
Development of Morphophonemic Segments in Children's Mental Representations of Words.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Child Language; Children; Individual Differences; *Language Processing; Language Research; *Morphophonemics; Psycholinguistics; *Verbal Development; *Vocabulary Development
IDENTIFIERS- Metalinguistics

This study explores children's development of dual-level phonological processing posited by generative theory for adult language users. Evidence suggesting 6-year-olds' utilization of morphophonemic segments was obtained by asking children to imitate complex words, omit specified portions, and discuss the meaning of the resulting word-parts. The words represented instances in which phonetic forms differ significantly from underlying representations. Language-advanced first graders produced more evidence suggesting morphophonemic segments than language-delayed age-mates; young adults supplied more evidence than either first grade group, a result consistent with the assumption that children's segments begin in early childhood at phonetic levels and gradually become more abstract. Nevertheless, the strength of evidence from language-delayed youngsters leads to the interpretation that these 6-year-olds are forming and using morphophonemic segments, and that differences in performance between groups must derive from differences in metalinguistic abilities and experience with particular lexical items (as well as cognitive and maturational factors) rather than from differences in the units of phonological processing. The data suggest further that first graders are not responding to acoustic-phonetic cues in order to recover the appropriate base form of a word, supporting the inference that young children refer to an underlying representation containing a morphophonemic segment in order to perform this task. (Author/AMH)

Matematicas en la vida actual. Volumen III, edicion para el maestro. (Mathematics: A Practical View. Volume III, Teacher Edition). Applied Basic Curriculum Series.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 82

AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.00; student edition $2.75).

LANGUAGE- Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Cultural Context; Educational Games; Intermediate Grades; Learning Activities; *Mathematics Materials; Supplementary Reading Materials; Teaching Guides; Textbooks

This Spanish language teacher's edition of a practical mathematics text for the intermediate grades contains three components which can be structured in different combinations according to different student needs. Built around a review of selected objectives in the mathematics basic curriculum, the material is intended to stimulate interest in both mathematics and the professional world. The first section of each component revolves around challenging and fun problems; the second section deals with practical aspects of math in everyday life; and the third component presents math problems similar to those students will encounter in contemporary life. The activities include narratives, puzzles, games, and other activities of high interest and low readability. Each section is introduced by a statement of learning objectives, the cognitive and affective domains and levels concerned, materials, key words, and guidelines for implementation. Each section also contains an exercise that is applied to life in the home and civic community. The student activities include exercises and evaluations based on the mathematical skill reviewed. The skills and life situations dealt with in this volume are (1) probability problems in connection with communication media; (2) mathematical skills involving weights and measures in the context of health careers; and (3) solving environmental problems through multiplication and division of whole numbers. (AMH)

ED 229 018 IR 050 171

Auster, Ethel; Lawton, Stephen B.

Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.

Toronto Univ. (Ontario). Faculty of Library and Information Science.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Oct 82
GRANT- 410-81-0490
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Analysis of Variance; College Libraries; Higher Education; Information Needs; *Interviews; Literature Reviews; *Online Systems; Path Analysis; *Questioning Techniques; Questionnaires; Records (Forms); *Reference Services; Relevance (Information Retrieval); Tables (Data); *User Satisfaction (Information)
IDENTIFIERS- *Pausing (Speech); *Search Intermediaries

This research study involved a systematic investigation into the relationships among: (1) the techniques used by search analysts during preliminary interviews with users before engaging in online retrieval of bibliographic citations; (2) the amount of new information gained by the user as a result of the search; and (3) the user's ultimate satisfaction with the quality of the items retrieved. A series of controlled experiments, which involved two search analysts (Canadian university librarians) and 150 users, were conducted to explore the effects of two interview techniques: the conscious use of "open" and "closed" questions, and the use of pauses of different lengths by search analysts during the online negotiation interviews. Analytical techniques included two-way analysis of variance and path analysis of data. Among the findings were the following: the asking of open and closed questions had a modest effect on the amount learned by users; the type of pause did have a significant effect on the amount clients learned; the average user's satisfaction was higher when open questions were asked; overall satisfaction was lower when moderate pauses were used; those learning most about their topic were, overall, more satisfied than those who learned less; and those placing high importance on the information obtained tended to have lower satisfaction scores. (Author/ESR)

ED 229 031 IR 050 185

Telefax Library Information Network. Executive Report.
Denver Univ., CO. Graduate School of Librarianship and Information Management.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.
PUB DATE- Jul 79
GRANT- HEW-032A-7804-P4041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cost Effectiveness; Demonstration Programs; *Facsimile Transmission; Feasibility Studies; *Information Dissemination; *Library Networks; *Public Libraries; Reference Services; User Satisfaction (Information)
IDENTIFIERS- TALINET Project; *Time Studies; *United States (North Central); University of Denver CO

A demonstration project was undertaken to determine whether 1978 telefacsimile technology--specifically the Qwip 1200, the Rapidfax 100, and the Colorado Video Inc. Slow Scan Television--could address rural public library needs in an effective manner. Five public libraries in developing communities in Colorado, Kansas, Montana, South Dakota, and Wyoming were selected as demonstration sites; the TALINET design utilized the local staff and a research/resource information staff at the University of Denver to research site questions and deliver information to the sites via telefax. A total of 958 reference questions were answered during the study; only 28% of the questions were time-critical, i.e., the answers would have been less useful to end-users if telefax had not been available. However, telefacsimile was found to be almost the least costly information delivery methodology. In the executive project report, the TALINET system and network are briefly described, as are study procedures and findings. Photographs of TALINET personnel, equipment, and demonstration sites are provided. (ESR)

ED 229 074 JC 830 186

McArthur, Kent R.
Occupational Apathy: A Social or Individual Responsibility?
PUB DATE- 18 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Postsecondary Education; Social Attitudes; Social Problems; *Teacher Attitudes; *Teacher Burnout; *Teacher Morale; Teacher Motivation

A lack of clear national goals, increased bureaucracy, the infiltration of unions into the colleges, and the increasing emphasis on personal rather than organizational priorities have contributed to a growing national malaise. Our expectations are conditioned, to a large extent, by these factors and other external influences, including parents, peers, schooling, and the media--all of which impose value systems which are not necessarily appropriate to individual objectives and growth. For instructors, the psychosocial products of the growing malaise and programmed expectations may include: (1) learned helplessness, i.e., the feeling that individual initiative will not make a difference; (2) overindulgence, resulting from increased specialization; and (3) unaccommodated personal growth which is a product of the inability to modify lifestyles to keep pace with changing needs. These conditions, and the instructor apathy that can result from them, can be overcome through a modification of expectations. Helplessness can be surmounted through self-reliance and working within the imperfect system of which one is a part. Overindulgence can be dealt with by adopting innovative approaches to teaching. Finally, problems of unaccommodated growth can be overcome by examining one's real needs, choosing among alternative occupations and activities that bring satisfaction, and working diligently at every chosen task. (HB)

ED 229 088 JC 830 203

Caswell, Jackie Moe
Low Cost/High Value Staff Development Program.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Faculty Development; Inservice Teacher Education; *Management Development; Multicampus Districts; Professional Development; Program Costs; Program Descriptions; Program Development; *Staff Development; Two Year Colleges
IDENTIFIERS- Dallas County Community Colleges TX

In 1974, the Career Development and Renewal Program (CDRP) was created to train staff in the Dallas County Community College District (DCCCD) for placement in three new District colleges. Currently, the program offers renewal and career-path training to staff; provides for a bank of personnel for internal promotion opportunities; and broadens employee understanding of the DCCCD and community college education. To participate in the CDRP, an employee must have supervisory approval and a proposed project of quality. After projects have been selected, a formal set of activities is planned for the participants including an orientation, four workshops, special activities (e.g., attendance at DCCCD board and council meetings), and the formulation of goals acceptable to both participant and supervisor. With time-frames varying from a full academic year to one day a week for a semester, the projects involve internships in vertical advancement positions; understudy activities whereby an employee shadows another staff member working in an area in which he/she wishes to pursue career opportunities; and special research or study projects. As there is currently no budget for the program, most participants' time is given voluntarily and in addition to their required job responsibilities. Since 1975, 33 faculty members, 47 administrators, and 31 non-contract employees have participated in the program, and current plans call for the expansion of the CDRP into university and business settings. (HB)

ED 229 118 PS 013 472

Foerster, Frank; Spearly, James L.
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
Texas Univ., Austin. Region VI Resource Center on Child Abuse and Neglect.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Portland State Univ., Oreg. Regional Research Inst. for Human Services.; Texas State Dept. of Human Resources, Austin.
PUB DATE- 81
AVAILABLE FROM- Region VI Resource Center for Children, Youth, and Families, 2609 University Avenue, Suite 4.108, Austin, TX 78712 (Paper, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption; *Child Abuse; *Child Neglect; Compliance (Legal); *Court Litigation; Guidelines; *Legal Responsibility
IDENTIFIERS- *Texas

Designed to assist attorneys, social workers, and other interested parties, this manual describes work with child abuse and neglect cases in Texas. After a brief overview of the child abuse and neglect issue in that state, as well as an examination of the role of the Texas Department of Human Resources, the manual discusses suits affecting the parent/child relationship in Texas and outlines in detail the stages in a child abuse case from emergency removal through adoption. A conclusion provides a brief discussion of the Indian Child Welfare Act and Title 4 of the Texas Family Code (entitled "Protection of the Family"). A list of related reading materials and copies of the Indian Child Welfare Act and the Texas Family Code are appended. (MP)

ED 228 822 EC 151 680

Thurlow, Martha L.; And Others
LD Students' Active Academic Responding in Regular and Resource Classrooms.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-90
PUB DATE- Sep 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Learning Disabilities; *Mainstreaming; *Resource Room Programs; Student Characteristics; *Time on Task

Sixteen elementary students were observed systematically over 2 entire school days to examine the nature of instruction and academic responding times for elementary learning disabled (LD) students during resource room and mainstream classroom instruction. Data were recorded on six categories in 10 second intervals. Results indicated that in the mainstream setting the nature of instruction and academic responding was similar for LD Ss and their nonLD classmates. However, LD Ss received more small group instruction and more teacher approval in the resource room than in the mainstream room, and also engaged in three of seven active academic responses for more time when in the resource room. Yet, overall active academic responding time was low, even in the resource room, averaging just over 29 minutes of a 95 minute time period. (Author/CL)

ED 228 839 FL 013 584

Gassner-Roberts, Sigrid
Vocabulary Acquisition--First Year German Language Students.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Affective Behavior; *German; Group Activities; Higher Education; *Instructional Innovation; *Learning Activities; *Relaxation Training; *Second Language Learning; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Suggestopedia

An experiment was conducted using the suggestopedia method to learn German vocabulary words. Four students who had failed, or nearly failed, tests during the regular university term, took part in two tutoring sessions in which the following procedure was used. First, a pretest of 72 lexical items was given. The students cooperated with the teacher in finding items they did not know. This was followed by mental and physical relaxation exercises and a concentration exercise, and the active presentation of a 40-item lesson. The presentation concentrated on the lexical items the students had not known in the pretest. These were presented in various ways to the accompaniment of classical music. The active presentation was followed by more relaxation and concentration exercises. After a 10-minute break, all the items of the lesson were tested; all students showed an increase of vocabulary. A second session, using the same procedure as the first session, took place two days later. A week later a comprehensive end of term test was given. Three of the four students passed; the fourth student passed a test later in the term after some sessions on developing positive mental attitudes. All the students were in favor of the suggestopedic method, feeling happy and successful at learning vocabulary. The vocabulary items tested are attached. (AMH)

ED 228 900 FL 013 689

Jordan, Cathie

Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies.

PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Class Activities; *Classroom Communication; *Cultural Context; Ethnic Groups; *Family Life; *Hawaiians; Primary Education; *Sociocultural Patterns; Teacher Role; Teaching Methods
IDENTIFIERS- Hawaii; *Kamehameha Early Education Program

This paper discusses patterns of communication, particularly teaching/learning communication, in Hawaiian families, and the ways that these patterns affect the behaviors, expectations, and skills that Hawaiian children bring to school. It also describes some examples of educationally effective adaptations to these expectations and skills which Kamehameha Early Education Program (KEEP) has made, and various strategies that KEEP has used in adapting its program to the culture of the children it serves. From observation at home and at school, it appears that the two major teaching strategies favored by the children are reminiscent of those used by siblings and mothers: modelling, or showing another how to do something, and intervention, or performing correct behavior for another. Two examples of KEEP's adaptations are small group settings for peer learning independent of the teacher, and the reading lesson in which children work together as a group, participating with the knowledgeable person (the teacher) in the learning task. These reading lessons are conducted in the "talk-story" style, a feature of Hawaiian family and social life. The strategies KEEP uses to translate Hawaiian communication patterns and other cultural features into classroom practices are described in a chart with commentary. (Author/AMH)

ED 228 989 IR 010 658

Bunderson, C. Victor; And Others
Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
WICAT, Inc., Orem, Utah.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 2 Jan 81
GRANT- SED-790000794
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Biology; Computer Assisted Instruction; Delivery Systems; Feasibility Studies; Higher Education; Instructional Materials; Media Research; Program Evaluation; *Science Instruction; *Student Attitudes; *Teaching Methods; *Videodisc Recordings
IDENTIFIERS- *Intelligent Videodisc Systems; Interactive Systems

This report summarizes the results of a 22-month proof-of-concept demonstration of a class of interactive videodisc systems, which involved the use of an intelligent videodisc in developmental biology instruction at the undergraduate level. The study involved the development of hardware, software, courseware, and instructional strategies for videodisc instruction and included evaluation of this development through three stages of complexity: (1) a manual videodisc system; (2) a manual videodisc enhanced with menus and branching for learner-controlled access, with scoring and status information, and with answer judging for the practice problems; and (3) the development and use of a new videodisc which added additional content--especially in the areas of simulation and games, an interactive glossary, and more complex programming for learner-controlled data access. National needs for innovation in science education are discussed in the context of the promise of intelligent videodisc systems. Issues and observations dealing with hardware, software, courseware, and theory are then presented, while the major part of the report deals with the extensive evaluation results for the three phases of videodisc sophistication. The report concludes with a look into the future of such systems. (LMM)

Bryant, Barton B.; Rizzo, Joseph F.
Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Card Catalogs; College Libraries; Higher Education; Indexes; *Information Retrieval; Library Guides; *Library Instruction; *Library Materials; *Library Skills; *Medical Libraries; Pretests Posttests; Search Strategies; Subject Index Terms; Undergraduate Students; Workbooks
IDENTIFIERS- *Medical Technology

This self-instructional library workbook was used in a series of workshops--sponsored by the Medical Technology Department in Wayne State University's College of Pharmacy and Allied Health Professions--in order to reduce attrition by increasing the probability of success for academically high-risk students in the professional medical technology curriculum. Designed to be used in conjunction with lectures and supervised exercises in the library, the workbook covers: (1) the physical arrangement of Wayne State University's Shiffman Medical Library; (2) the process of locating materials in the library; (3) use of the card catalog; (4) the organization of Medical Subject Headings (MeSH); (5) problem-solving with monographs and jounals; (6) use of the Union List of Selected Serials of Michigan (ULOSSOM); and (7) use of Index Medicus. Also provided are a pretest, a posttest, and answers to quick quizzes on each section. (Author/ESR)

ED 229 150 PS 013 507

White, Donna

Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.

Concordia Univ., Montreal (Quebec).
SPONS. AGENCY- Ministry of Education, Quebec (Canada).
PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Children; Cognitive Ability; *Cognitive Development; Foreign Countries; *Obesity; *Peer Acceptance; Perception Tests; *Role Perception; Sex Differences; *Stereotypes
IDENTIFIERS- Canada (French Provinces); Cognitive Research

Studies were made of (1) young children's use of body-weight type for processing information about peers, and (2) the development of children's stereotypical knowledge about characteristics associated with body-weight type. For the first study, a measure was developed to assess "body salience," or the degree to which children use weight type as a cue in a matching task. Results indicated that children as young as 3 and 4 establish weight type categories and are cognitively able to acquire information about weight roles. For the second study, an instrument was constructed to assess young children's knowledge and flexible use of weight roles. Responding to pictorial and verbal stimuli, subjects assigned each of 20 attributes (such as polite, quiet, and naughty) to boxes with silhouettes attached. Two boxes displayed either a silhouette of an overweight or a normal weight child; the third had both silhouettes. Subjects systematically attributed only negative traits to the overweight and only positive traits to the normal weight peers. As children grew older, their use of the category illustrated by both weight types increased. Additionally, subjects' affiliative preferences were indicated by having children choose between playing with a same-sex peer of preferred weight status and a same-sex peer of nonpreferred, overweight status who possessed an attractive prop. Significant sex differences were found in the development of affiliative preferences. Further, it was suggested that a relationship exists between attributions and preferences based on weight. (RH)

ED 229 180 RC 013 959

Phillips, Jan
Campground Cookery. Outdoor Living Skills Series. Instructor Manual.
Missouri Dept. of Conservation, Jefferson City.
PUB DATE- 83
AVAILABLE FROM- Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO, 65102 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Camping; *Cooking Instruction; Cooperation; Cost Effectiveness; Elementary Secondary Education; Equipment; Ethical Instruction; *Experiential Learning; Food; Glossaries; Group Activities; *Learning Activities; *Outdoor Education; Planning; Purchasing; Safety Education; *Skill Development; Units of Study
IDENTIFIERS- Menu Planning; Missouri; *Recipes (Food)

Designed to help instructors lead a group cooking experience at a base camp, the module provides information on food safety, planning a camping trip, building fires, constructing and using outdoor cooking equipment, campground cookery, and positive camping ethics. An extensive section offers 93 recipes to serve 12 people for breakfast (clam scramble, paper bag breakfast, camp pancakes), lunch (grilled sandwich supreme, sloppy joes, bagels and cream cheese), supper (original steamboats, ham kabobs, quick spaghetti), dessert (s'mores, pineapple upside-down cake, butterscotch sweets), and beverages (cocoa mocha, spiced tea, fruit milk shake). Also included in the module are: six 50-minute lesson plans on fire building, small group fire building, testing fire-building ability, making campground equipment, meal planning, and an afternoon excursion; a glossary; a 15-item bibliography; and eight appendices. Appendices include a menu suggestion sheet, basic four meal planner sheet, menu planning sheets, shopper's guide sheet, first-aid simulation situations, first-aid simulation solutions, suggested written and practical examinations, and instructor's key to the written exam. Pages marked "Student Handout," suitable for reproduction and classroom distribution, are also included. (ERB)

ED 229 195 RC 014 005

The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
PUB DATE- 80
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indians; *Caseworker Approach; *Child Abuse; *Child Neglect; Child Welfare; *Home Visits; Interviews; Prevention; *Questioning Techniques
IDENTIFIERS- *Symptoms

Consisting of five pages, the information sheet offers suggestions to follow when making a home visit in a suspected case of child abuse or neglect, lists the kinds of physical and behavioral forms and indicators of abuse and neglect to look for, and provides suggested responses to commonly made remarks and questions of the client during the home visit. Suggested ways of making a home visit in a suspected case of child abuse or neglect include: getting rid of any assumptions or prejudgements concerning the case; reviewing the role of the home visitor; resisting the temptation to be authoritarian, accusatory, or demeaning; composing oneself and one's thoughts; referring to interviewing approaches and techniques for securing information; not letting any personal value judgement or moralizations show on one's face or in one's behavior; inquiring if other members of the family are to be included in the interview; keeping cool, maintaining a sense of humor and perspective; not confronting anyone with facts from the report or with indicators one can see on the child; asking the clients for suggestions as to what they feel is necessary; and under no circumstances giving them information about who made the report. (ERB)

ED 228 855   FL 013 626

Hernandez-Chavez, Eduardo; Curtis, Jan
The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-79-0042
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Students; Child Language; *Cognitive Development; *Concept Formation; Developmental Stages; Early Childhood Education; Family Environment; Language Proficiency; School Readiness Tests; *Written Language

This report describes a study on the development of children's conceptualizations of written language, that is, their graphic sense. The study investigated three issues: (1) whether acquisition of literacy is a developmental process common to all normal children, (2) whether the levels of graphic sense tend to be associated with particular sociographic background variables, and (3) whether a relationship can be demonstrated between graphic sense level and performance on traditional measures of readiness and achievement. A total sample of 114 children from kindergarten and first grade were chosen. Of these, 43 children were in the general school enrollment and the others were from the bilingual education program of Calistoga in Napa Valley (California). A card sorting task was devised to test the development of the children's graphic sense. Data were also collected on the children's socialization to literacy, reading readiness and achievement, and oral language proficiency. The data and results of analyses are discussed at length. It was found that: (1) graphic sense is developed by all children, (2) the level of graphic sense is strongly related to the nature of a child's exposure to written language at home, and (3) there is no demonstrated relationship between graphic sense and readiness for school. (AMH)

Hall, Charles Worth Leo
Helping Admissions and Records Officers Communicate with Computer Centers: What Their Needs Are.
PUB DATE- 15 Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrative Policy; *Admissions Officers; Computer Literacy; *Computer Oriented Programs; *Data Processing; Flow Charts; Higher Education; Interprofessional Relationship; Knowledge Level; *Management Information Systems; Programers; *Registrars (School); Systems Analysts

Communications between college admissions/records officers and the computer center can be enhanced by examining stereotypic ideas about computer personnel and operations, and increasing computer knowledge and the ability to communicate in this language. Barriers can be overcome either by interfacing with a computer-oriented assistant or through increased awareness of computer science methodology and data processing techniques. By having a common frame of reference and knowledge, a higher level of congruence and empathic understanding is possible between staff of the different departments. Admissions/records officers should complete their own inhouse investigation and communicate the problem requiring resolution to computer personnel through the medium of diagrams rather than narrative requests. Keeping records of requests and the basic data on the request is important, and a policy is needed regarding sufficient documentation for each project. Appended materials include a list of computer center functional concerns and key words, flow chart symbols and explanations, information on decision tables, a sample request form, and program documentation checklist. (SW)

ED 228 929 HE 016 098

Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program.

Touche Ross and Co., Washington, D.C.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- Agency Role; Federal Legislation; *Federal Programs; Federal State Relationship; *Financial Services; Higher Education; *Program Administration; *State Agencies; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance; State Guarantee Agencies

The history of the role of state guarantee agencies in the Guaranteed Student Loan (GSL) Program is reviewed in terms of the initiation of the GSL program, the growth of the Federally Insured Student Loan Program, the initiation of the special allowance, and the Education Amendments of 1972, the Education Amendments of 1976, the Middle Income Student Assistance Act (MISAA), and the Reconciliation Act of 1981. By 1976, the state guaranteed loan programs generally appeared to be better administered, to enjoy the confidence of their commercial lending communities, and to have lower default rates, by more aggressively collecting on defaulted loans. The Education Amendments of 1976 encouraged the formation of state guarantee agencies. Since Congress passed the MISAA in 1978, student participation rates and the average loan amount increased. All states now have GSL program guarantee agencies, which have developed high levels of expertise and close ties with lenders, schools, and borrowers. The federally funded GSL program is the largest form of higher education assistance, and the guarantee agencies administer it. Appended materials include: information on guarantee agency functions and activities, comparative data on federal student aid programs, and GSL data by state. (SW)

ED 228 944 HE 016 113

Hartle, Terry W.; Wabnick, Richard

Discretionary Income and College Costs.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.

PUB DATE- 6 Aug 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Economic Climate; Expenditures; *Family Income; *Financial Problems; *Loan Repayment; Models; *Postsecondary Education; Research Needs; Student Costs; *Student Financial Aid; Trend Analysis

IDENTIFIERS- *College Costs; *National Comm for Student Financial Assistance

The relationship between college costs and family income is examined, along with the debt burden incurred by students while pursuing a postsecondary education. Attention is directed to an analytical model of discretionary income, the families' current income and college costs and how these have changed over the last decade, and general empirical findings and further research that would improve current modeling efforts and data availability. Discretionary income is defined as the amount of resources that remain for a family or an individual after taxes and basic living expenses are deducted. Findings include the following: the ratio of college costs (at both public and private institutions) to parental discretionary income is slightly lower than it was in 1970; between 1970 and 1979, the increase in family discretionary income far exceeded the increase in college costs; during 1979 and-1981, college costs have grown at a much faster rate than income; college graduates with borrowing and income levels around the median will have little trouble repaying education debts; students who are unemployed, working part-time, or in low-paying jobs may have relatively high burdens in the first few years of repayment. (SW)

ED 228 959 HE 016 128

Blanchard, B. E.
The Mental Health of College and University Professors Engaged in Teacher Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Journal Articles (080)
DESCRIPTIONS- *Emotional Disturbances; Higher Education; Longitudinal Studies; *Mental Health; Neurosis; Personality Problems; *Self Evaluation (Individuals); *Social Adjustment; Teacher Attitudes; *Teacher Behavior; *Teacher Educators

The mental attitudes of professors engaged in teaching courses in teacher education were studied, based on a 3-year longitudinal survey (1976-1978). A mental health Self-Rating Scale was administered to 1,857 professors at 656 colleges and universities. The professors appeared to be stable in their judgments for each of the 3 years studied. Based on the findings, the following conclusions are made: about one-fourth of the nation's professors of education may be classified as neurotic; an estimated one-fourth may be labelled as having character disorders; an estimated one-fourth may be regarded as socially maladjusted; about one-eighth may be called regressionists since they appear to thrive and enjoy doing the things they did years ago; one-eighth may share mental or emotional disturbances from time to time, and their conditions rarely call for hospital care, or a visit to the psychiatrist. It is suggested that students need to be surrounded with challenge, success, respect, and affection. It is recommended that higher education institutions need to take steps to address the problem of mental health problems among teacher education faculty, including such measures as adopting an emotional screening test for prospective faculty. The questionnaire is included. (SW)

ED 228 974 HE 016 216

Froomkin, Joseph
Support of Graduate and Professional Students.
Froomkin (Joseph) Inc., Washington, D.C.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Assistantships; Federal Aid; Fellowships; *Graduate Students; Higher Education; *Professional Education; Program Costs; *Student Costs; Student Employment; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- College Costs; *National Comm on Student Financial Assistance

The budgets of graduate and professional students were estimated, and the way that students met these expenses were analyzed. The average expenses of a student in graduate school in 1980-1981 were estimated to be $8,990, while the estimate for professional students was $10,550. It was estimated that roughly 10 percent of the amount spent by graduate students was derived from fellowships and traineeships, and that another 30 percent was derived from stipends that required some work (i.e., teaching and research assistantships). Roughly a fifth of graduate students' budgets was financed by loans, and the remaining 40 percent or so came from student savings, other work, or parental aid. The question of who should pay for graduate education is addressed and two alternative rationales for support to predoctoral students are suggested: the need to maintain the nation's research capability, and extending federal responsibility for underwriting student expenses at the undergraduate to the graduate sector. In addition, several alternative aid approaches for graduate and professional students are described and costed, including the level of stipends and the number of fellowships and traineeships. (SW)

ED 229 005 IR 010 690

Smith, Timothy A.; And Others
Individualized Study by Technology (IST) for Alaska, A Model for the Future?
Educational Skills Development, Lexington, Ky.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attitudes; *Computer Assisted Instruction; Computer Managed Instruction; *Individualized Instruction; *Microcomputers; *Models; *Multimedia Instruction; Program Evaluation; Rural Education; Secondary Education; State Programs; Teacher Role
IDENTIFIERS- *Individualized Study by Technology

An innovative approach to enhance high school instruction in Alaska is summarized in this paper describing IST (Individualized Study by Technology), a program which permits small, isolated rural schools to provide a more complete high school curriculum, reduce teacher workloads, and allow students to work at their own pace. The program goal of developing whole courses to be taught in rural Alaskan high schools is discussed, as well as the media model used to design the programs. Illustrations are given for the individualized, multimedia, instructional model, which includes the teacher, traditional texts, and printed materials; computer-assisted/managed instruction; and audiotape cassettes. The teacher's role in IST teacher training is then explained. Evidence of IST's effectiveness as indicated by teacher and student attitudes and by student learning is analyzed, based on an evaluation of the 1980-81 pilot testing of the Alaska history, English, developmental reading, and general math courses. Cost analyses are also provided. The summary addresses problems faced by course developers and the three-part solution which evolved to meet these problems. Conclusions and implications are discussed, and six references are listed. (LMM)

ED 229 061 JC 830 157

Mahoney, James R.
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- ISBN-0-87117-122-8
PUB DATE- Sep 82
GRANT- DE-FG-05-79IR10295
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Community Characteristics; Community Colleges; *Community Coordination; *Contracts; Financial Support; Inplant Programs; Institutional Advancement; Program Administration; Program Descriptions; *School Business Relationship; *School Community Relationship; Two Year Colleges

Based on a survey of 37 colleges, this booklet provides a summary of the characteristics of special community college centers that contract educational services to business, industry, government, and other groups in the local community. Following background information on the development and uses of the booklet and its special relevance to energy education, factors are outlined that have influenced the creation of centers for coordinating college and community relationships. Next, a composite is drawn of the centers' goals, objectives, services, contact and linkage approaches, program development procedures, and administrative details. Problems experienced by the centers are then discussed in areas such as faculty, college/program credibility, and tracking and follow-up systems. Advice offered by survey respondents is then presented for colleges interested in initiating or expanding involvement in contracted educational services. Finally, brief case studies are presented of the centers at the West Valley Joint Community College (CC) District, College of DuPage, Moraine Valley CC, Prairie State College, University of Maine at Augusta, North Shore CC, Kalamazoo Valley CC, Mercer County CC, College of the Albemarle, Portland CC, Southwestern Oregon CC, Williamsport Area CC, State Technical Institute at Memphis, Lee College, and Wytheville CC. Each case study provides information on the community, the college, and the operations and characteristics of the center. (DAB)

Hoffman, Lois Wladis
The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Comparative Analysis; Employed Parents; *Employed Women; Literature Reviews; *Mothers; *Parent Influence; Research Design; Research Needs; *Sex Differences; *Social Class

Research on the relationship between maternal employment and academic orientations of school-aged children is critically reviewed, and avenues for future research are suggested. Most data reviewed are based on white, intact families. Patterns of academic orientation were found to differ by sex and, particularly for sons, by social class. Daughters of employed mothers tend to outperform daughters of nonemployed mothers, but this conclusion was based more on the general pattern of findings than on correlations between mothers' employment and daughters' academic scores. Sons presented a mixed picture. In the middle class, some data suggest that sons of employed mothers show lower academic performance; in the blue-collar class, modest evidence suggests that maternal employment is associated with higher performance. Few adequate studies of nonintact families, minorities, or very low-income groups exist, but data for this population generally show a positive relationship between maternal employment and the child's performance, except when employment is accompanied by particular stress. Several hypotheses to explain a possible adverse effect of maternal employment on middle-class sons' academic orientations are discussed, and specifications for independent, dependent, conditioning, and intervening variables are suggested for further research. (Author/RH)

ED 229 119 PS 013 474

Coombes, Phyllis; And Others
Manual for Using Abuse and Neglect Indicators and Index.
Texas Univ., Austin. Region VI Resource Center on Child Abuse and Neglect.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE- 78
GRANT- ACYF-90-C-599
AVAILABLE FROM- Region VI Resource Center for Children, Youth, and Families, 2609 University Avenue, Suite 4.108, Austin, TX 78712 (Paper, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Abuse; *Child Neglect; Definitions; Guidelines; *Program Effectiveness; *Program Evaluation; Research Design; Research Methodology; Scoring Formulas
IDENTIFIERS- Assessment Instruments; Child Protective Services; *Impact Evaluation; Indicators; *Sexual Abuse

As a step toward developing a standardized measure for evaluating the impact of child protective services, three indices were developed: the abuse index, the neglect index, and the sexual abuse index. Each is composed of physical indicators of the problem and social and behavioral indicators found to be statistically correlated with physical indicators. Adding and averaging the number of indicators found in a sample of cases before and after service delivery gives a measure of the impact of protective services (in other words, a protection score). Potential users of the system are provided in this manual with step-by-step information needed to use and adapt these protection indicators to measure the impact of child protective services. Sections of the manual provide background information related to impact evaluation, as well as guidelines for (1) designing an indicator/index evaluation, (2) training evaluators and pretesting the research, (3) using the existing indices, (4) constructing a new index, and (5) applying the indices. Indices are intended to be easy-to-use; evaluators can record the presence of indicators before and after service delivery as they read and review case records. Appended are the data collection instrument, formulas for all three indices, a list of indicators of abuse and neglect with operational definitions, and a list of program variables that can be used with the indicator/index approach. (RH)

ED 229 134   PS 013 489

Frankel, Daniel G.; Roer-Bornstein, Dorit
Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Rearing; Cross Cultural Studies; *Cultural Differences; *Ethnic Groups; Foreign Countries; *Infants; Modernization; *Mothers; Observation; *Parent Child Relationship
IDENTIFIERS- *Ideology; Israel; Kurds; Parenting; Traditionalism; Yemenites

An investigation was conducted to better understand the interaction between physical and social settings, culturally based customs for parenting, and the ideology of caretakers in two Israeli cultures undergoing modernization. Yemenite and Kurdish parenting systems were examined by observing mother/infant interactions in unstructured naturalistic settings. Participating were a total of 16 Yemenite and 16 Kurdish mothers with infants 6 and 9 months of age; subjects resided in relatively homogeneous Israeli villages that were supportive of tradition. Observations were made at 15-second intervals for 45 minutes on several variables, including visual, vocal, tactual-kinesthetic, affective-expressive, and object-oriented behaviors. Traditionally, Yemenites have emphasized emotional support and intellectual growth for infants, while Kurdish people have emphasized motor and physical growth, autonomy, and self-sufficiency. Findings indicate that after 30 years of a common modernization experience, the Yemenite and Kurdish communities still exhibit significant differences in mother/infant interactions. These differences are largely congruent with traditional differences in infant rearing ideologies. In general, it was concluded that culture and tradition markedly affect parenting behavior even in societies undergoing drastic change. Further, results suggested that customs understandable within a modern ideology may be the ones that are retained. (RH)

ED 229 165 PS 013 524

Kurth, Ruth Justine; Kurth, Lila M.
A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Fathers; *Language Acquisition; *Mothers; Parent Child Relationship; *Preschool Children; Sentence Structure; *Verbal Communication; Word Frequency
IDENTIFIERS- Length of Utterance

The purpose of this study was to analyze the speech of mothers and fathers as they interacted with their children in a similar setting. Specifically, the study compared mothers' and fathers' speech patterns in interactions with their preschool children, focusing on utterance length, sentence types, and word frequencies. Speech samples were obtained from 35 days of audiotape and videotape recordings of spontaneous conversations between 28 mothers and 28 fathers and their nursery school children as the parents accompanied their children to and from nursery school classrooms. Results indicated that while both mothers and fathers shorten the mean length of utterance in order to accommodate the language needs of their children, fathers used significantly more interrogative sentences than did mothers and mothers used significantly more declarative sentences than did fathers. In addition, fathers were found to use significantly more words of lower frequency than did mothers. (MP)

ED 228 806 EC 151 663

Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education.

Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Jun 81
GRANT- G007900932
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Agency Role; Cooperative Planning; Data Collection; *Disabilities; Elementary Secondary Education; Evaluation Methods; Government School Relationship; Higher Education; Information Needs; *Information Utilization; Inservice Education; *Needs Assessment; *Staff Development; *State Departments of Education
IDENTIFIERS- *Comprehensive System of Personnel Development; *Education for All Handicapped Children Act

Guidelines for state education agency (SEA) personnel who are responsible for the development and implementation of needs assessment activities are presented, with specific reference to the state's Comprehensive System of Personnel Development (CSPD). The guidelines were developed to promote compliance with Public Law 94-142. The following four criteria for an effective needs assessment system are examined: the organizational structure, the planning process, the information gathering procedures, and the analysis and use of information. The varied roles of the SEA, the local education agency, the institutions of higher education, and the interrelationships of these agencies in participatory planning are outlined. Suggestions for determining the kinds of information and methods needed to conduct a needs assessment in the context of CSPD are included, along with questions of concern to an SEA administrator, a local director of special education, and a college/university department head. General data collection guidelines, guidelines for designing needs assessment forms, and a sample grid that can be used to choose the appropriate information collection technique for each research question are presented. Finally, obligations for the use of needs assessment information, beneficial uses of results, and quality control concerns are identified. Thirty-five references are appended. (SEW)

ED 228 871 FL 013 643

Walsh, Catherine E.
The Construction of Meaning in a Second Language: The Polemics of Family and School.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Biculturalism; Bilingual Education; Cross Cultural Studies; *Culture Conflict; Elementary Education; *English (Second Language); *Puerto Ricans; *Semantics; Sociocultural Patterns; Spanish Speaking; Values

Sociocultural and psychological processes are involved in a person's acquisition of meaning. In the case of the Spanish speaking child who is learning English in the United States in a school environment and who lives in a Spanish speaking environment at home, there is a conflict of perspectives on reality. The acquisition of new culture and language has as much potential for bringing psychological stress and destruction of the child's sense of well being as it does for creating a bilingual/bicultural individual. Preliminary data from a study in progress, along with examples, clarify the discussion of the differential effect of home and school on the Puerto Rican child's semantic system in each language and culture. The question is whether, in the case of the Hispanic, the English and Spanish language systems depict a reality which is in coexistence or in conflict with the surrounding world. It seems that, as acquisition progresses, context begins to take precedence over language of presentation. The child will begin to rely on the English language context to derive meaning, and may begin to acquire the dominant culture's opinions of the minority group to which the child belongs. (Author/AMH)

ED 228 885 FL 013 674

Neu, Joyce
Negotiations.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Advanced Courses; Communicative Competence (Languages); *Conflict Resolution; Discussion; *English (Second Language); Higher Education; Interaction; *Interpersonal Communication; *Persuasive Discourse; Problem Solving

Various kinds of negotiations that may be used to teach interactional skills in the advanced English as a second language (ESL) classroom are discussed, and examples of materials are included. Seven distinctive features of negotiations are as follows: (1) there must be a minimum of two parties present at the interaction; (2) each party must have certain expectations and/or demands; (3) these demands or objectives cannot be shared; (4) the parties are willing to modify their positions; (5) there must be a degree of involvement present in the negotiators such that modification of positions becomes difficult; (6) the process must conclude or have an outcome; and (7) the parties believe that the outcome will be satisfactory. Language is an additional feature when two parties from different cultures and language backgrounds negotiate. The purposes and goals of negotiations are also variable from culture to culture. The four stages of negotiations are the opening, exchange, change, and closing. Examples are presented of negotiations that highlight not only the functions of the various stages of negotiations, but also some of the strategies that native English speakers use in negotiating. Attention is also directed to teaching negotiating styles and interactional strategies to ESL students. The strategies include topic initiation and maintenance, yielding the floor, refusing to yield the floor, interrupting, and pausing. The format of the classroom is briefly discussed, and the game, "Nuclear Energy for TOGO" is presented. (SW)

ED 229 019 IR 050 173

McDonough, Kristin; Rothstein, Pauline M.
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Card Catalogs; Check Lists; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; *Sociology; Transparencies
IDENTIFIERS- Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information about sociology. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Social Sciences Index," and "Sociological Abstracts." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for sociology research and a sociology research exercise conclude the instruction packet. (ESR)

ED 229 032 IR 050 207

Round Table of Editors of Library Journals. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Abstracts; Archives; *Developing Nations; *Failure; Foreign Countries; *Indexes; Information Dissemination; Information Science; *International Organizations; Library Associations; Library Science; *Periodicals; *Publishing Industry; Questionnaires
IDENTIFIERS- Information Transfer

Papers on the publication of library journal literature--from the 1982 International Federation of Library Associations (IFLA) conference--are presented, including: (1) "The Coverage of Library/Information Science Periodicals from Developing Countries by the Major Abstracting and Indexing Services," a report by Barbara J. Buckley on the quantitative and qualitative coverage of this literature by "Bulletin Signaletique," "Library and Information Science Abstracts (LISA)," "Library Literature," and "Referativnyi Zhurnal," with an analysis of how journal geographic origin (France, Great Britain, United States, and U.S.S.R.), language of publication, and provision of original abstracts affect abstracting and indexing coverage; and (2) "The Life, Death and Resurrection of a Journal" by E. Bejide Bankole, which proposes a study of successful and unsuccessful journal publication ventures, provides a draft questionnaire for such a study, and discusses possible reasons for journal failure. (ESR)

Ramirez, Kevin M.
Retention: Locking the Revolving Door.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Ability Grouping; *Academic Persistence; Community Colleges; Mastery Learning; *School Holding Power; *Student Attrition; Student Evaluation; Student Teacher Relationship; Teacher Effectiveness; Teacher Role; Two Year Colleges

Student attrition in community colleges has high financial costs for the institutions and high psychological costs for both students and instructors. In order to deal with attrition, it is necessary to examine the sort of interventions which motivate students to stay in classes, rather than accepting attrition as an inevitability. A major factor contributing to student retention is teacher effectiveness, which is heightened by good organization, unambiguous objectives, high expectations and positive regard for students, encouragement of participation, and feedback. At Sacramento City College, a split-section approach has been implemented in some introductory courses to deal with student diversity and increase retention. This approach involves the development of adjunct teaching materials by a reading specialist; assessment of student reading abilities in the first class session; dividing students in courses which have been over-enrolled into two groups on the basis of their reading scores; and applying a mastery learning methodology. This method has contributed to a decrease in attrition rates and an increase in reading skills. Other interventions helpful in reducing attrition include student homogeneity in terms of learning skills; concern and intrusiveness by instructors; structured learning environments; modeling successful learning skills; and creative curricular approaches, such as interdisciplinary team teaching. (HB)

ED 229 089 JC 830 204

Wilcox, Stuart A.
Evaluation of the Research Function in a Large Community College District.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Colleges; *Educational Researchers; Financial Support; *Institutional Research; Multicampus Districts; *Program Costs; Questionnaires; *Research Needs; School Surveys; Two Year Colleges
IDENTIFIERS- *Los Angeles Community Colleges CA

A study was conducted in January 1981 to assess the level of research activities within the Los Angeles Community College District (LACCD). The study sought to identify the staff and monetary resources allocated to research; the activities in which researchers were involved and the amount of time they devoted to each; and those areas which respondents felt should be expanded or deleted. An open-ended questionnaire was completed jointly by the principal researcher and college president at each of the LACCD's nine campuses. Study findings revealed that: (1) budgets allocated to research activities averaged slightly more than $50,000 per year per college; (2) an average of 0.81 certificated researchers and 0.59 support staff members were employed at each college; (3) the largest proportion of research time was spent in the identification of trends in, for example, demographics, enrollments, and grade distributions (19%); follow-up studies of graduating students (15%); and evaluation of programs and procedures (14%); (4) these same three research activities were identified by the respondents as most in need of expansion; and (5) when asked which research activities should be discontinued in order to expand in other areas, respondents most frequently suggested deleting the completion of questionnaires. The survey instrument is appended. (HB)

ED 228 792 EC 151 646

Anderson, Joan; Black, Talbot
Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop. TADscripts '82.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
REPORT NO.- TADScript-6
PUB DATE- Sep 82
CONTRACT- 300-80-0752
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Demonstration Programs; *Disabilities; Early Childhood Education; Intervention; *Mainstreaming; Parent Education; Preschool Education; Student Adjustment; Workshops
IDENTIFIERS- Technical Assistance Development System

The document offers proceedings from a Technical Assistance Development System (TADS) topical workshop designed to explore the implications of mainstreaming for early childhood education. The first section contains an adaptation of the keynote address by A. Turnbull titled "Integration of Handicapped Children in Home, School, and Community." Turnbull uses examples from her personal experiences to illustrate problems and means of integrating a handicapped child into the family. A second section offers abstracts of 19 workshop sessions. Among the topics covered are the following: Project KIK (Kentucky's Individualized Kindergarten), the ERIN (Early Recognition Intervention Network) outreach program, parent training, daycare programs serving handicapped children, research implications for mainstreaming preschoolers, effects of early childhood mainstreaming, sensitivity training for mainstreaming, and the family resource network. A final section summarizes participants' reactions to workshop experiences. Noted among reactions is that comments support the intent that the workshop not solely promote mainstreaming but examine benefits and detriments to children, parents, and staff. Appended are a list of presenters, a list of audiovisual media shown, and the workshop agenda. (SW)

ED 228 823 EC 151 681

Ysseldyke, James E.; And Others
An Analysis of Current Practice in Referring Students for Psychoeducational Evaluation: Implications for Change.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-91
PUB DATE- Oct 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Decision Making; *Disabilities; Elementary Secondary Education; *Referral; Sex Differences; Student Evaluation; *Teacher Attitudes; Teacher Role

Factors influencing classroom teachers' decisions to refer students for psychoeducational evaluation were investigated through data collected about actual students at the time they were referred. A report on the referral process describes responses of 105 teachers to a national survey. Specific questions of interest pertain to reasons for referral, causes of students' difficulties, changes students would have to make to fit within the regular classroom structure, and interventions attempted before the referrals were made. Relationships of these factors to student sex and the interrelationships among factors are presented. Among implications for changing the referral process are clearly delineating reasons for referral and including the teacher's role as one of the factors in the student's difficulties. (Author/CL)

ED 228 840 FL 013 585

Paulston, Christina Bratt
Applied Linguistics: The Use of Linguistics in ESL.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Applied Linguistics; *Classroom Techniques; *English (Second Language); *Linguistic Theory; Psycholinguistics; *Second Language Instruction; *Sociolinguistics; Teaching Methods

It is necessary to recognize the mutual interaction betweeen theory and application when one is considering the significance of linguistics for language teaching. The model proposed is based on one developed by Roulet; it assumes that various fields contribute to language teaching. Categories from this model are used to examine possible contributions of linguistics to language teaching and to look for evidence of them in the teaching process. The categories are the following: (1) sociolinguistic theory, which tends to be problem-oriented in its application; (2) sociolinguistic situations, which lead to definition of objectives in terms of functions or needs; (3) sociolinguistic description, which leads teachers to more awareness of different cultural norms; (4) linguistic theory and description of languages, which have changed the view of language learning from habit acquisition to creative act; (5) psycholinguistic theory, which emphasizes the importance of empirical evidence; and (6) descriptions of learning strategies and models of performance. Under the latter category, the contributions of the audiolingual method are reviewed, and the eclecticism evident in current language teaching is noted. Finally, several new methods are noted: Community Counseling Learning, Rapid Acquisition, the Silent Way, Suggestopedia, and Total Physical Response. (AMH)

ED 228 901 FL 013 690

Carrell, Patricia L.; Wallace, Bill
Background Knowledge: Context and Familiarity in Reading Comprehension.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advance Organizers; Comparative Analysis; *Content Area Reading; *Context Clues; *English (Second Language); Higher Education; Language Research; *Native Speakers; *Reading Processes; Recall (Psychology)

A study investigated the individual and interactive effects of both context and familiarity on the reading comprehension of both native English and English as a second language (ESL) readers to see if these two components of background knowledge would interact, and if so, how. Context or lack of it was defined by the presence or absence of a title and picture page. In order to manipulate familiarity, three different texts were constructed. Text A was intended to be familiar to few readers, Text B, to a good number, and Text C, to all readers. Three groups of university students participated in the study: 36 native speakers of English, 50 advanced learners of ESL, and 26 high-intermediate learners of ESL. Findings indicate that native speakers utilize context as part of a processing strategy to make cognitive predictions of what a text is going to be about as it is being read. Nonnative speakers do not process a text in this way. Furthermore, ESL readers do not have a good sense of how difficult a passage is for them; native speakers do have this sense. Results suggest that even advanced ESL readers appear to be linguistically bound to the text; they do not use their background knowledge to interact with the text and so to construct meaning. The appendix contains the three texts used in the study. (Author/AMH)

Webb, Norman L.
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2.
Wisconsin Educational Communications Board, Madison.
PUB DATE- 20 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Childrens Television; *Educational Television; Instructional Materials; Interviews; *Learning Activities; Objectives; Primary Education; *Program Evaluation; Questionnaires; *Science Education; Summative Evaluation; *Teaching Guides
IDENTIFIERS- *Let Me See (Television Series)

The Let Me See! television science series for grades one and two was evaluated to assess the cumulative learning of objectives over the 12 weeks the programs were aired, as well as the effects from instructional programs that had the series as a central focus. The series of 12 15-minute programs on topics from the physical sciences, biological science, and the earth sciences was aired over the Wisconsin Educational Television Network, beginning in January of 1982. Subjects were first and second graders in 48 classes which viewed the series and 11 classes which did not. All classes were given a 20-item multiple-choice test both before and after the series was aired. Teachers of both experimental classes and control classes completed a questionnaire. Results indicated that classes at both grade levels who used the series gained significantly more than did the control classes in pre-test/post-test gain. Also related to post-test scores was time spent on supporting activities, particularly pre-activities and related activities other than discussion and learning center activities. Teachers generally found the series to be educational. This report includes 14 tables displaying study results, and appendices which provide program objectives and evaluation instruments. (LMM)

ED 229 047 IR 050 227

Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987.

Michigan State Dept. of Education, Lansing. State Library Services.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Information Needs; *Library Cooperation; Library Networks; *Library Planning; *Library Services; *Long Range Planning; Objectives; *Program Development; State Libraries; Statewide Planning
IDENTIFIERS- Library Funding; *Library Services and Construction Act; *Michigan

Prepared as an outline of the long range Michigan library development program, as required by the Library Services and Construction Act (LSCA), this document presents goals, objectives, and procedures for extending, improving, and strengthening library services to unserved and underserved segments of the Michigan library population from 1982 to 1987. A needs assessment precedes a discussion of objectives focusing on seven areas: (1) public library cooperation, including the strengthening of metropolitan and urban resource libraries; (2) service to the disadvantaged, including low-income persons, the elderly, persons of limited English speaking ability, and those geographically isolated; (3) service to the physically handicapped; (4) service to residents of state and local institutions; (5) improving and strengthening the State Library administrative agency; (6) construction and remodeling of public libraries in order to meet barrier free standards and conserve energy; and (7) multi-type library cooperation, including establishment of local, regional, and interstate library networks and the coordination of resources among school, public, academic, and special libraries and information centers. A 5-year graph for the overall state action program and a list of the 1982-83 LSCA Planning Committee members are provided. (Author/ESR)

The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States.

National Advisory Council on Indian Education, Washington, D.C.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; *Agency Role; *American Indian Education; American Indians; *Educational Finance; Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; Federal Legislation; *Federal Programs; Fellowships; Government School Relationship; Higher Education; *Resource Allocation; Trust Responsibility (Government)
IDENTIFIERS- Indian Education Act 1972 Title IV; *National Advisory Council on Indian Education

The ninth annual report to Congress for the National Advisory Council on Indian Education (NACIE) is a compendium report of activities during the calendar year 1982. Part 1 contains NACIE's recommendations to Congress and the Secretary of Education that documents and data prepared by NACIE be utilized in preparation for reauthorization of Indian education legislation; full and adequate funding levels be provided for all purposes intended by P.L. 81-874, Impact Aid, school assistance in federally affected areas; funds provided in support of P.L. 92-318, Title IV, remain stable for 1983; and Title IV, Parts B and C budgets be increased for 1983. Part 2 reports on NACIE's activities during 1982, highlighting seven public hearings and their recommendations. Part 3 furnishes profiles of Title IV programs and fellowship recipients for 1982. Part 4 provides state-by-state distribution of funds awarded to Title IV grantees and Indian Fellowships for fiscal year 1982. Eight appendices include functions of NACIE members, summary of locations and dates of 46 NACIE meetings from 1973-1982, list of past Council members, list of publications produced by NACIE from 1974-1983, and summary of federal funds expended on the effectiveness of Title IV programs from 1980-83. (ERB)

ED 229 196 RC 014 006

Parenting Education - Preparing for Parenthood.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 81
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- American Indian Education; *American Indians; *Child Rearing; Family Life; *Family Problems; Needs; *Parent Education; Parent Materials; *Parent Role; Role Models

The first in a series on parenting education, for American Indians, the booklet looks at preparation for parenthood. Learning to be a good parent begins when one is a child, watching our parents and copying their ways with our own children. The booklet recognizes problems and needs of new parents. Some problems are an unplanned pregnancy, loneliness and pain of giving birth, and when the caring of the baby is one parent's responsibility. Needs of a new parent include planning a pregnancy; both parents sharing in childbirth; both parents helping to feed, diaper, and bathe the baby; rest for the mother; and parents taking a short time to be away from the children by themselves. (ERB)

ED 228 856 FL 013 627

Rivera, Charlene

ALPBP Project Research Component: Summary of Research Findings and Final Reports.

InterAmerica Research Associates, Rosslyn, Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- 400-79-0042
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; Bilingual Students; Cognitive Development; Communicative Competence (Languages); Discourse Analysis; Ethnography; Immigrants; Language Acquisition; *Language Proficiency; Language Research; Reading Comprehension; *Research Projects; *Second Language Learning; *Testing; *Transfer of Training; Written Language

This report summarizes the Assessment of Language Proficiency of Bilingual Persons (ALPBP) project research component and provides a summary of the findings of the other six components of the study. The summary of the research component includes an outline of the goals, activities, and requests for proposals. After the introduction, the following findings are summarized! (1) "Bilingual Children's Language Proficiency: An Ethnographic Study," by F. Rodriguez-Brown and L. Elias-Olivares; (2) "Linguistic Interdependence among Japanese and Vietnamese Immigrant Students," by J. Cummins, M. Swain, J. Handscombe, K. Nakajima, D. Green, and C. Tran; (3) "The Relationship between Native Language Reading Comprehension, Second Language Reading Comprehension, and Second Language Oral Ability," by B. Tregar and B. F. Wong; (4) "Methods of Analyzing Discourse in English and Spanish to Determine Language Proficiency," by H. Slaughter and A. Bennett; (5) "Study of Graphic Sense and Its Effects on the Acquisition of Literacy," by B. Hernandez-Chavez and J. Curtis; and (6) "Limited Language Proficiency of Mexican-American Third-Grade Students: A Problem in the Definition and Measurement of Bilingualism," by Z. A. Hayes. Four appendices are attached dealing with the proposal solicitations and giving a breakdown of proposals according to categories addressed in the request for proposals. (AMH)

ED 228 915 HE 016 075

Hall, Charles Worth Leo
Professional Development Bibliography and Resources for Collegiate Administrators and Student Personnel Workers.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Administrator Guides; *Administrators; Ancillary School Services; College Administration; College Instruction; *Faculty Development; Higher Education; *Professional Development; *Program Development; Resource Materials; Student Development; *Student Personnel Workers

A professional development bibliography and resource guide for college administrators and student personnel workers are presented. The bibliography of over 200 publications (generally, 1966-1982) covers 18 specialty areas: admissions and records, counseling and guidance, consultation, financial aid, general reading, instruction, management, organizational development, personnel, profession, publishing, recreation, student activities, student affairs services, student development, tests and measurements, training and development. Reference lists include: professional associations, journals and newsletters, training and development programs, self-improvement guides, and career services. Major professional development activities identified through the current professional literature are also outlined under the following major headings: general activities, management skills, human relations, clerical skills, institutional activities, and general interest topics. Appended materials include a professional development curriculum planning guide/matrix (a model for developing activities), a component matrix (comparisons of existing professional development programs), and an extensive list of professional development publishers. (SW)

Hansen, Janet S.
Summary of College Board Studies on the SSIG Program.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 22 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Finance; *Federal Aid; *Federal State Relationship; *Incentive Grants; Postsecondary Education; Public Policy; Resource Allocation; *State Aid; *Student Financial Aid
IDENTIFIERS- *National Comm on Student Financial Assistance; *State Student Incentive Grant Program

Three analyses on the State Student Incentive Grant (SSIG) program conducted by Janet S. Hansen of the College Entrance Examination Board are summarized. Two informal analyses and the following extensive analysis are considered: "The State Student Incentive Grant Program: An Assessment of the Record and Options for the Future" (Hansen, 1979). The 1979 report assessed the options for the program's future and the following three issues: disagreements about the purposes of the SSIG program, its relation to other federal grant programs, and its success as an incentive to states. It is concluded that the SSIG program apparently created a climate favoring the expansion of student grant programs, even when such expansion was not strictly necessary to gain federal matching money. However, limiting features of the program included the closed-ended matching provision, its fixed base year, and its enrollment-dependent allocation formula. Although the program added financial aid funds, it did not foster better linkages between state and federal programs. A Carter Administration proposal for changes in SSIG and recent developments in state grant programs are also briefly examined. (SW)

ED 228 960 HE 016 130

Brady-Ciampa, Bartholomew
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- College Planning; *College Programs; *Computer Literacy, *Computer Science Education; Educational Objectives; Flow Charts; *General Education; Higher Education; *Program Development; Program Evaluation; Program Implementation
IDENTIFIERS- *Strategic Planning

The use of a strategic planning model to integrate a computer literacy component into an established general education program is illustrated. Key issues are identified at each planning model stage, which consists of: identifying appropriate goals, writing objectives, developing an action plan, identifying options/alternatives, identifying contingencies/parameters, consulting with college constituencies, implementing the plan, and evaluating the progress of the plan. The outline includes questions that need to be addressed, including: whether goals are consistent with the institution's mission and resources; how many credits should be offered; which division and faculty members should be involved; when faculty inservice workshops should be scheduled; and when computer-related courses should be offered. Considerations and options that may be followed for each of these questions are also listed. In addition, the specific administrators and groups within the campus that need to be consulted are identified. Finally, evaluation areas are specified, including student demand, content covered, and instructor analysis of course's effectiveness. A flowchart of the planning process is included. (SW)

ED 228 975 HE 016 217

Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.

Touche Ross and Co., Washington, D.C.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Educational Finance; Federal Programs; Finance Reform; Financial Policy; *Financial Services; Higher Education; *Insurance; *Interest (Finance); *Loan Repayment; Money Management; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

Insurance premiums being charged to borrowers under the Guaranteed Student Loan (GSL) program were studied to determine if the rate exceeded the rate necessary to protect the reserves of the insurer. Attention was directed to whether historical changes in the GSL program have affected insurance premiums. Guaranty agency's sources and uses of funds were also examined in an attempt to measure the need of insurance premiums. Finally, the amount of insurance premiums needed by guaranty agencies for their reserves in order to pay default claims was investigated. Findings include the following: the term "insurance premium" is misleading, since the large percentage of insurance premium funds are not used to pay default claims; the 1976 Higher Education Amendments decreased significantly the need to charge the maximum insurance premium rate to protect against defaults; and although the current reinsurance mechanism provides 100 percent reinsurance, guaranty agencies are still governed by lenders' and bondholders' perceptions to hold reserves in order to guarantee against the unlikely event of uncompensated defaults. Recommendations are offered regarding procedures and policies governing the financing of guaranty agencies. Appendices include information on guaranty agency sources and uses of funds. (SW)

ED 229 006 IR 010 693

Mason, Emanuel J.; And Others
Models for Estimating Costs of Computerized Instruction.
Educational Skills Development, Lexington, Ky.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Assisted Instruction; *Cost Effectiveness; *Cost Estimates; Independent Study; Individualized Instruction; Microcomputers; *Models; *Multimedia Instruction; Program Development; Program Evaluation; Rural Schools; State Programs; Teaching Methods
IDENTIFIERS- Alaska State Department of Education; *Individualized Study by Technology

This paper describes cost models designed to aid schools in effective cost planning through analysis of the relative costs and benefits of individualized, computer-based instruction. The models are then applied to the Individualized Study by Technology (IST) program of the Alaska Department of Education (DOE) using data obtained in a pilot study of four microcomputer-based high school courses at 24 rural school sites in Alaska during the 1980-81 school year. Illustrations include the analysis of DOE and local site costs for the pilot study; prediction of costs of expanding the number of courses, sites, and students that will use the materials; and comparison of the costs and benefits of the multimedia program to traditional methods. The conclusions presented indicate that, on the basis of costs, offering computer-based instruction is preferable to more traditional, teacher-based instruction, but that the computer-based program did not produce better learning. Data related to the models and the IST evaluation are displayed in six tables and eight figures, and eight references are listed. (LMM)

ED 229 104 PS 013 422

Alexander, George
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study.
Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Child Development; Data Collection; *Disadvantaged; Early Childhood Education; *Family Environment; Foreign Countries; Interviews; Parents; *Research Design; Research Problems; Sampling; Young Children
IDENTIFIERS- *Caribbean Islands; English Speaking

This monograph, the third in a series of four volumes, descibes a study designed to discover and interpret the home conditions under which young children in the English-speaking Caribbean islands, especially the underprivileged, are nurtured. The main purpose of this volume is to document the process by which data have been collected in order to provide a model for similar studies in other developing countries. In section 1, detailed documentation of the project work plan is given, and study activities as conceived by the project team are reported. Section 2 shows what steps were taken to implement these plans. Sections 3 and 4 focus on the strategies developed for collecting data, selecting and training interviewers, and coding information. Finally, section 5 briefly outlines study limitations and problems. Forms designed to guide the research team in their search for relevant reading materials are appended along with an outline of and rationale for the selection and training of interviewers. (MP)

ED 229 135 PS 013 490

Grant, Linda
The Socialization of White Females in Classrooms.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE--Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Environment; Classroom Research; Elementary Education; *Elementary School Students; *Females; Interviews; Longitudinal Studies; Peer Relationship; Sex Role; *Social Attitudes; *Socialization; Student Attitudes; Student Behavior; *Student Teacher Relationship; Teacher Attitudes; *White Students

Using qualitative methods (longitudinal observations and intensive interviews with teachers), this study examined in elementary classrooms the socialization over time of one race-gender group: white girls. Analysis focused on four domains of classroom social life that contribute to race-gender differentiated socialization: teachers' perceptions about white girls, teachers' behavior toward these children, children's behavior toward their teachers, and children's experience in peer interactions. It was found that, for the most part, white girls' socialization in classrooms encourages them to assume social roles traditionally played by white women rather than to seek alternatives. In conclusion, it is suggested that micro-stratification patterns within classrooms mirror stratification patterns of the larger society. (Author/MP)

ED 229 151 PS 013 508

Saarni, Carolyn
Suggestion and Expectancy in Emotional Socialization.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; Affective Measures; Age Differences; *Childhood Attitudes; Emotional Development; *Expectation; Family Environment; Fathers; Mothers; *Parent Attitudes; *Parent Influence; Sex Differences; *Socialization
IDENTIFIERS- Self Monitoring

Building on previous research indicating that among first, third, and fifth graders, older children expect affective expressive behavior to be regulated, a study was made of children's beliefs about rationales for and consequences of regulated affective expressive behavior. Children's beliefs were examined in conjunction with their parents' (1) attitudes towards children's expressive behavior, (2) perception of their own self-monitoring, and (3) perception of their families' "social climate." Participants were 32 children in grades 2, 5, and 8 from an urban West Coast parochial school and their parents. Children were individually interviewed using as stimuli four photographed scenarios of children involved in conflicts in which the target child in the scenario could respond with a facial expression that was discrepant from internal affect. Two questions posed referred to the scenarios and a third referred to the child's belief about his or her own emotional experiences. Parents individually responded to an author-developed questionnaire, the Parent Attitude toward Child Expressiveness Scale (PACES); to Snyder's Self-Monitoring Scale (SMS); and to Moo's Family Environment Scale (FES). Affective expressive behavior sampled in PACES includes anger, distress, fear, anxiety or nervousness, interest or curiosity, happiness, and disgust. Data were analyzed by stepwise regression analyses for each child variable: 11 predictor variables were entered in the equation. Results are discussed and a schematic model of the developmental differentiation of emotional experience is appended. (RH)

ED 229 166 PS 013 527

Schave, Barbara; And Others
Social Development in Six-Year-Old Identical and Fraternal Twins.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Fathers; *Locus of Control; Mothers; Parent Child Relationship; *Parents; Self Concept; Social Development; *Socialization; *Twins; *Young Children

Four null hypotheses were formulated to test for relationships between pairs of identical and fraternal twins and their parents on measures of locus of control. Two additional hypotheses were formulated to test for differences between mean scores of identical and fraternal twins and scores of their parents on these same constructs. Twenty pairs of 6-year-old identical twins and 20 pairs of same-age fraternal twins were administered the Stanford Pre-School Internality-Externality Scale (SPIES), while their parents were administered the Reid-Ware Internality-Externality Scale (RWIES). Pearson r correlations were calculated to test for similarities within the twin pairs, between the identical and fraternal twins, and between parents and twins. Group differences between pairs were determined by the t test. Results indicated significant relationships for fraternal twins on SPIES, as well as relationships between mothers' scores on RWIES and identical twins' scores on SPIES. No interpair relationships for fraternal twins were found. Based on these results, it was concluded that identical twins have different conceptions of their ability to control their world and that fraternal twins perceive their ability to control their world similarly. Further, a differential relationship was found to exist between the mother's internality orientation and the orientations of dominant (external) and nondominant (internal) twins. (MP)

ED 228 872 FL 013 646

Murphy, Joseph A.
Words: What Goes with What?
PUB DATE- 16 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Associative Learning; *English (Second Language); Idioms; Instructional Materials; Language Usage; Learning Activities; Phrase Structure; Second Language Instruction; *Standard Spoken Usage; Teaching Methods; *Vocabulary Development; Word Lists; *Word Recognition

Techniques for teaching collocation and word-association recognition as applied to the English as a second language class are suggested. Collocations are defined as phrases made of words which usually occur together, like "for the time being." Collocations and word associations are treated as synonymous. It is suggested that some words ought to be taught together (e.g., "long" and "short" go with things that can be long or short--pencils). Lexical words that are collated with certain structure words are also noted (e.g., "of" goes with glass---water; box---matches). Two broad divisions are also distinguished: (1) paradigmatic responses or words from the same grammatical class that can be substituted for another in a given context; and (2) syntagmatic responses, recognized when one element can relate directly to the other in a single context. It is suggested that the curriculum-maker should determine whether phonetics drills incorporate familiar or new vocabulary (i.e., what sounds collocate with what vocabulary), and the order in which the two should be presented. The following considerations are also addressed: the fact that some phrase structures absorb more words than others; and the problem of grouping structure words both with other structure words and with related lexical items. Additional contents include a list of 11 principles for teaching collocation or word association, information on publications containing collocations, and 17 instructional activities. (SW)

ED 228 930 HE 016 099

Summary of SHEEO Survey.

State Higher Education Executive Officers Association.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Enrollment Trends; *Federal Aid; *Federal State Relationship; *Financial Policy; Higher Education; *Public Policy; *State Aid; State Surveys; *Student Financial Aid

IDENTIFIERS- *National Comm on Student Financial Assistance

Results of a survey on the effects of federal student financial aid programs on the states are presented, including an overview of the findings for all states and information for each state. While some states indicated that the federal student aid programs had been the foundation on which state programs were structured, a larger group of states indicated that overall, there has been no significant impact of federal programs and policies on the states' programs. Most states felt that federal policies have not, in general, served to leverage additional state support. The states that did perceive a leveraging impact saw it arising out of the State Student Incentives Grants (SSIG) and the Guaranteed Student Loan programs. Overall, the states do not oppose discretionary use of SSIG funds, but many stressed that discretion should be flexible and permissive. States were also questioned regarding: the impact on the state if the federal contribution were eliminated or reduced; the effect of federal student financial assistance policies on the distribution of students attending independent versus private institutions in the state; the extent to which federal student aid policies have affected tuition and enrollment caps; and the state's approach to analysis of the impact of federal programs. (SW)

ED 229 033 IR 050 208

Special Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Information Centers; *International Organizations; Library Associations; *Library Cooperation; *Library Networks; Library Surveys; Research Libraries; *Special Libraries

IDENTIFIERS- *Industrial Libraries; Information Transfer

In "How Special Libraries Use Networks," a paper presented at the 1982 International Federation of Library Associations (IFLA) conference, David R. Bender (United States) advocates cooperation among academic, public, school, and special libraries in the areas of information management, staff services, and acquisition of technology. He describes the formation of a Special Libraries Association (SLA) task force to study the benefits and constraints of multitype library networks, as well as the results of a 1981 survey of the networking activities of SLA members. Guidelines in seven areas outline criteria for deciding whether or not to become involved in network activity. Four current programs involving cooperation among special libraries are briefly described, including: (1) the Bell Laboratories Library Network; (2) Exxon's international network of information centers; (3) the Textile Information Users Council, which organizes information transfer in the textile industry; and (4) The Insiders, an informal network of special libraries from eight firms. The paper concludes with a list of seven questions for further research and investigation. (ESR)

Jellison, Holly M., Ed.
Small Business Training Models for Community Growth.
American Association of Community and Junior Colleges, Washington, DC. National Small Business Training Network.

SPONS. AGENCY- Small Business Administration, Washington, D.C.
PUB DATE- Feb 83
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Business Administration Education; College Programs; Community Colleges; Community Coordination; *Community Education; Cooperative Programs; Minicourses; Models; Nontraditional Education; Program Descriptions; *School Business Relationship; *Small Businesses; Two Year Colleges; Workshops
IDENTIFIERS- Albuquerque Technical Vocational Institute NM; Cuyahoga Community College OH; Daytona Beach Community College FL; El Paso Community College TX; Genesee Community College NY; Lane Community College OR; Montgomery College MD; Saddleback Community College CA; Stark Technical College OH

Nine successful community college programs for small business management training are described in this report in terms of their college and economic context, purpose, offerings, delivery modes, operating and marketing strategies, community outreach, support services, faculty and staff, evaluation, and future directions. The model programs are offered by: (1) Albuquerque Technical-Vocational Institute, which provides individual assistance to businesses, evening and weekend workshops, day and evening courses, and a certificate program; (2) Cuyahoga Community College (CC), which offers a full-service associate degree as well as short, noncredit workshops; (3) Daytona Beach CC's Center for Small Business, which provides workshops, seminars, counseling, and resources; (4) El Paso CC's Center for Educational Services for Small Business Development, which offers a comprehensive system of educational and support systems utilizing community and college resources; (5) the Rural Business Institute of Genesee CC, which provides on-site consultation services; (6) Lane CC's Business Assistance Center, which stresses practical skills training, services to small rural businesses, and farm business management; (7) Montgomery College, which offers courses for the public and local employers, and produces business conferences; (8) Saddleback CC, which features an entrepreneurship program and a workshop series on starting a business; and (9) Stark Technical College's Thursday College for Small Business Owners, which stresses problem-solving skills. (DAB)

ED 229 076 JC 830 189

DeChenne, James A.
Writing Learning Packets: A Practitioner's Guide.
South Oklahoma City Junior Coll., Okla.
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavioral Objectives; College Faculty; Community Colleges; Course Objectives; Evaluation Methods; *Learning Activities; *Learning Modules; Pretests Posttests; Remedial Instruction; *Student Evaluation; Student Motivation; *Teacher Developed Materials; Two Year Colleges

This self-instructional learning packet was designed to introduce instructors to the development and writing of learning packets for their own courses. The packet contains seven learning modules, each providing a rationale, learning objectives, a pre-assessment test, informational text, learning activities, and a self-assessment instrument and answers. The first six modules consider specific components of learning packets, explaining why each is important and how to write or select them for maximum effectiveness. These modules focus on: (1) introductory material (i.e., the preface, syllabus, instructions, and table of contents); (2) rationale statements explaining the relevance of the module or packet to students' concerns; (3) learning objectives; (4) learning activities (e.g., computer instruction, lectures, print and audiovisual materials, discussions, role playing, simulation games, programmed instruction, laboratory activities, and independent study); (5) evaluation methods (e.g., norm-referenced and criterion-referenced assessment) and particular kinds of assessment items (e.g., true/false, multiple choice, matching, completion, short answer, and essay questions); and (6) remediation and enrichment activities. The final module discusses methods of evaluating and revising learning packets, based on assessment of instructional effectiveness, analysis of student performance, and student responses to questionnaires. (HB)

ED 229 090 JC 830 205

Conrad, Clifton F.
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0038
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Cir., NW, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Curriculum; *Community Colleges; *Curriculum Development; *Curriculum Problems; *Educational History; *Educational Trends; *General Education; Integrated Curriculum; Interdisciplinary Approach; Liberal Arts; Models; Program Descriptions; Two Year Colleges

The past and current condition of general education in the two-year college is examined in this four-part monograph. Part 1 reviews the history of general education, tracing its roots in the European tradition of liberal education from Greco-Roman antiquity to the end of the 19th century in America. In addition, the 20th century general education movement and the contemporary debate over general education are discussed. Part 2 focuses on overall trends in general education with respect to requirements, structure, content, and components, and points to signs of the current decline and disarray of the field. Part 3 first scrutinizes emerging integrative, interdisciplinary/distribution, and competency-based models of general education. It then examines trends evident in the programs of a sample of community colleges that have recently introduced curriculum reforms and points to the accomplishments of these reforms in revitalizing general education. Looking at the choices facing two-year colleges in determining the future of general education, part 4 sets forth a rationale for general education and examines those forces militating against curriculum reform (e.g., faculty opposition and traditional organizational structures), as well as those providing an impetus for reform (e.g., the increasing visibility of general education and concern for quality). Finally, the monograph offers five recommendations for revitalizing general education in the community college. (AYC)

ED 229 120 PS 013 475

Spearly, James L.; And Others
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual.
Texas Univ., Austin. Region VI Resource Center on Child Abuse and Neglect.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jan 81
AVAILABLE FROM- Region VI Resource Center for Children, Youth, and Families, 2609 University Avenue, Suite 4.108, Austin, TX 78712 (Paper, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Abuse; *Court Litigation; Government Role; Legislation; *Psychiatrists; *Simulation
IDENTIFIERS- Emotional Abuse; *Expert Witness; Parent Behavior; State Initiatives; *Testimony

In response to requests for information relating to the emotional maltreatment of children, the Region 6 Child Abuse and Neglect Resource Center produced a videotape depicting a fictional courtroom hearing conducted to determine whether or not a child should be temporarily removed from his parents' custody on the grounds of emotional maltreatment. The aim of the simulation was to highlight key issues and procedures surrounding the testimony of an expert psychiatric witness in the effort to familiarize lawyers, psychiatrists, psychologists, social workers, and others with the complexities involved. The specific type of maltreatment alleged in the testimony involved the parents' neglect of their child's emotional needs as implied by a diagnosis of previous nonorganic failure to thrive. This manual, designed to accompany the videotape, focuses on the statutory and administrative framework for state intervention and provides descriptions of legal proceedings before trial, participants in the trial, and the expert psychiatric witness at the trial. Appendices provide a list of child behaviors and parental behaviors indicative of maltreatment and a flowchart illustrating a systematic approach to juvenile court procedures involved in processing cases of emotional abuse. Also included in the manual are tips on courtroom demeanor, intended to help the expert respond to direct- and cross-examination with maximum credibility. (RH)

ED 228 793 EC 151 647

Taber, Florence M.
Microcomputers in Special Education. Selection and Decision Making Process.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-135-8
PUB DATE- 83
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 248, $7.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Computer Programs; Decision Making; *Disabilities; Educational Technology; Elementary Secondary Education; *Media Selection; *Microcomputers; Programing; *Special Education

Intended for special educators, the book is designed to provide information for assessing classroom needs, making decisions about purchasing software and hardware, and using the microcomputer effectively. Each chapter begins with statements to think about and a list of sources. At the end of each chapter are questions and exercises designed to aid the reader in understanding chapter information. Six chapters cover the following topics (sample subtopics are in parentheses): introduction to the microcomputer (microcomputer languages); software considerations and evaluation (external and internal evaluation of software); hardware considerations and inservice education (peripherals); media selection and microcomputer uses (administrative uses); microcomputer uses in special education; and elementary programing for the microcomputer (program development support). (SW)

ED 228 807 EC 151 664

Schofer, Richard C.; Duncan, Janice R.
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Dec 80
GRANT- G007900932
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Advisory Committees; Agency Role; Cooperative Planning; *Disabilities; Information Dissemination; Inservice Education; Labor Supply; National Surveys; Needs Assessment; Program Evaluation; Special Education; *Staff Development; *State Departments of Education; Teacher Supply and Demand
IDENTIFIERS- *Comprehensive System of Personnel Development; *Education for All Handicapped Children Act

Results of a 1980 survey of the states' involvement in activities related to the Comprehensive System of Personnel Development (CSPD) of Public Law 94-142 are presented, along with information on general trends in supply and demand of specific special education personnel categories. Findings are summarized regarding factors associated with the state's CSPD advisory committee and information related to other state education agency CSPD activities. For 49 states (excluding Montana), the District of Columbia, American Samoa, and Puerto Rico, individual summaries are presented. Composite responses for all states grouped for each survey item are also included. In addition to covering the organization, membership, activities, and effectiveness of the CSPD advisory committee, the summaries provide information on SEA organizational structure for the CSPD, participatory planning, needs assessment and personnel data, inservice training, dissemination of promising practices, CSPD monitoring/technical assistance/evaluation, and assessment of CSPD efforts. Appended materials include CSPD regulations, conclusions of the 1976 and 1978 CSPD surveys, the 1980 questionnaire, state survey summary sheets and responses--for each state, a table indicating the current operating status of the CSPD committee as of July 1980, and a list of target groups identified by needs assessment as needing training. (SEW)

ED 228 824 EC 151 682

Ysseldyke, James E.; And Others

A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-92
PUB DATE- Oct 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classification; *Definitions; Elementary Secondary Education; *Eligibility; *Learning Disabilities; *Student Characteristics; Underachievement

Two studies were conducted to examine the extent to which the category "learning disabilities" (LD) meets the major criterion for classification systems, specifically that the category demonstrates at least one universal and one specific characteristic. Analyses were conducted on psychometric data for 248 students in regular 3rd, 5th, and 12th grade classes, and for 99 4th grade students (some of whom were low achievers and others classified as LD). Findings revealed that 85 percent of the regular class students (grades 3, 5, 12) and 88 percent of the low achievers (grade 4) could be classifed as LD. Further, 4 percent of the LD Ss did not meet any of the criteria for classification of LD. (AUthor/CL)

ED 228 841 FL 013 595

Paulston, Christina Bratt
Problems in the Comparative Analysis of Bilingual Education.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingual Education Programs; Bilingualism; *Case Studies; *Comparative Analysis; Cross Cultural Studies; Educational Research; Language Research; Minority Groups; *Research Methodology; Testing

A review of research reveals little attention paid to the problems of a comparative approach to the analysis of bilingual education (BE). This paper explores some of the functions and problems of a comparative study of BE to clarify the question of whether BE research can be generalized. While problems of comparative research are common to all social and behavioral research, in BE research there is the frequent phenomenon of contradictory data. This has led to the need for cross societal, cross cultural, and cross national approaches. In order to identify the conditions under which children will master two languages, a case study approach is called for. This approach, although an appropriate one, brings with it the problem of comparability of variables, such as the comparison of programs for migrant children with Canadian immersion programs. Other difficulties are the problems of sampling, finding indicators that are unique to research on bilingualism, the matter of quantitative and qualitative data, and the problem of testing. In addition to these methodological problems, there are also theoretical, analytical, and ethical problems. It is hoped that this review of problems will contribute to researchers' good judgment in understanding the problems specific to BE research. (AMH)

ED 228 886 FL 013 675

Iwamura, Susan Grohs
Language and Cultural Skills for Travel Industry Managers.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Chinese Culture; College Second Language Programs; Communicative Competence (Languages); Cultural Education; *French; Higher Education; Hispanic American Culture; *Hospitality Occupations; Intercultural Communication; *Japanese; *Languages for Special Purposes; Listening Skills; *Mandarin Chinese; Second Language Instruction; *Spanish; Tourism
IDENTIFIERS- *University of Hawaii

Program objectives and assessment results of language courses taught at the School of Travel Industry Management (TIM) of the University of Hawaii are discussed. In addition to preparing students to speak with employees and clientele in Mandarin, Japanese, French, and Spanish, these courses include the study of cultural practices and values that affect the hospitality industry, the organization of companies, and business protocol in countries where the target languages are spoken. Speaking and listening are emphasized in all classes. Reading and writing are treated differently in the French and Spanish classes than in the Japanese and Mandarin classes. Evaluations indicated that TIM students are able to carry on meaningful conversations with greater confidence than students in traditional classrooms. TIM students also have greater understanding of the role of language and culture in international business pursuits, and are motivated to use the specific types of structure and vocabulary in the lessons. It is suggested that knowledge of these languages by travel industry managers in Hawaii will help attract more tourists from Japan, Latin America, and Europe. Additionally, it is concluded that the approach of developing curricula that start with communication in specific situations and that end with identifying needed structures and vocabulary is crucial to achieving the goals of the special language courses. (SW)

ED 228 991 IR 010 662

Smith, Shirley C.

Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits.

Research for Better Schools, Inc., Philadelphia, Pa.

PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Reading Programs; *Computer Assisted Instruction; Curriculum Evaluation; Decoding (Reading); Media Research; *Online Systems; Postsecondary Education; Reading Comprehension; *Reading Materials; *Reading Skills; *Study Skills; Teaching Methods; Vocabulary Development
IDENTIFIERS- *Naval Training

The computer-based reading and study skills curriculum which is described was developed to meet the need for a more efficient and effective means of increasing the reading and study skills of Navy recruits. The parameters specified by the Navy led to the development of a curriculum composed of a modified version of an existing reading curriculum (Control Data Corporation's Basic Skills Learning System) and a project-developed study skills component. Supplementary Navy-specific, job-related reading materials were also developed and included. The resulting curriculum, called PREST, was tested at the Recruit Training Command in Orlando, Florida, with a 2-part evaluation: (1) a prepilot test involving 2 military instructors and 14 recruits; and (2) a pilot test with the same 2 instructors and 76 recruits. Data were also gathered on comparison groups. No significant differences were found in achievement or affective measures, but PREST required fewer instructors, and those instructors did not need to be trained reading teachers. Specific findings with implications for computer assisted instruction developers are noted, and detailed study data are displayed in four tables. (LMM)

ED 229 020 IR 050 174

McDonough, Kristin; Rothstein, Pauline M.
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; *Authors; Card Catalogs; Check Lists; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; *Literary Criticism; Prose; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find biographical information about an author, historical information on the period when the author lived or the time period he/she wrote about, and literary criticism about the author's work. The scope of instruction is limited to prose. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog, indexes, and reference books. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, catalog filing rules, and the "MLA (Modern Language Association) Bibliography." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for literary research and a literature research exercise conclude the instruction packet. (ESR)

ED 229 105 PS 013 423

Leo-Rhynie, Elsa
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Data Analysis; *Data Collection; Data Processing; *Disadvantaged; *Family Environment; Family Life; Foreign Countries; Interviews; Parents; *Young Children
IDENTIFIERS- *Caribbean Islands; Coding; *English Speaking

This monograph, the last in a series of four volumes, reports data gathered in a study designed to discover and interpret the home conditions under which young children in the English-speaking Caribbean Islands, especially the underprivileged, are nurtured. Section 1 of the document details the interview schedule, providing a comprehensive outline of the data generated by the schedule and describing the variables under study. Section 2 gives some pointers concerning possible directions of interrelationships among the variables. A list of occupation and income variables and a list of types and frequency of illnesses suffered by children are appended, along with information on how the information generated by the study was coded. (MP)

ED 229 182 RC 013 981

Dennison, B.; And Others

Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.

North Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). Dept. of Teacher Education.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Building Design; Building Plans; *Classroom Design; *Flexible Facilities; Foreign Countries; *Multipurpose Classrooms; *Small Schools; *Space Utilization
IDENTIFIERS- Australia (Queensland)

The traditional two-teacher school in Queensland is high-set, providing two classrooms, services room, and verandah upstairs, and a concreted area underneath. This plan re-arranges the traditional two-teacher school to fit a linear multiple-area plan (which can, with minor variations, be adapted to up to a four-teacher school). The plan encompasses folding partitions which allow the two classrooms to become an open teaching space in which two teachers teach co-operatively. For convenience, these teaching areas are referred to in this report as teaching areas one and two. Generally the plan calls for this area to be left open so that the pupils will have total space, but, when it is considered necessary, the folding partitions are drawn to provide two separate rooms. Flexibility is the key-note in furnishings and usages. Teaching area one provides for a mathematics area, a science area, an audiovisual trolley, and a tidy-box holder. Area two provides a language arts area, a library, and a social studies area. The verandah is now the wet area for art and craft activities, and the services room has a variety of functions, among them use as principal's office, staff room, sick bay, and duplicating room, to mention a few. (AH)

ED 229 197 RC 014 007

Parenting Education - Health and Hygiene.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

SPONS. AGENCY- National Center on Child Abuse and Neglect
(DHHS/OHDS), Washington, D.C.
PUB DATE- 81
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- American Indian Education; *American Indians; *Health;
*Hygiene; *Infants; Mothers; *Parent Education; Parent Materials;
*Parent Role; Pregnancy; Self Care Skills

The second in a series on parenting education for American Indians, the booklet offers information on health and hygiene for the mother-to-be and the newborn baby. Chapters include care during pregnancy, mother's weight, mother's health, feeding newborns, washing the baby, baby's early diet, and baby's health care. (ERB)

ED 228 857 FL 013 628

Rivera, Charlene, Comp.
ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- 400-79-0042
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education Programs; Bilingual Students; *English (Second Language); *Ethnography; Higher Education; Inservice Teacher Education; *Language Proficiency; Language Teachers; Minority Groups; *Program Descriptions; *Sociolinguistics; Teacher Improvement; Testing

A description is presented of the teacher training component of the Assessment of Language Proficiency of Bilingual Persons (ALPBP) project that was implemented over a period of 2 years in Tucson (Arizona) and Berkeley (California). The goal of the Tucson section was to provide a forum wherein teachers and administrators could explore the application of ethnographic/sociolinguistic theories and methodologies to language proficiency assessment practices. The Berkeley program consisted of a summer course whose goals were to introduce teachers to theoretical issues involved in educating language minority students. This report is presented in three parts as follows: (1) "A Course on Bilingual Language Proficiency Assessment," by S. Philips; (2) "Ethnographic/Sociolinguistic Issues and the Assessment of Bilingual Students' Language Proficiency," by C. Rivera and C. Simich; and (3) "Berkeley Summer Program for Teachers. A Course on Language Proficiency and Minority Students," by J. Cummins and L. W. Fillmore. (AMH)

Marshall, Fred

A Lexical Approach to Passive in ESL.

PUB DATE- 83

AVAILABLE FROM- Not available separately; see FL 013 679.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Class Activities; *English (Second Language); *Generative Grammar; *Language Usage; Psycholinguistics; Second Language Instruction; *Sentence Structure; Verbs; *Vocabulary

IDENTIFIERS- *Passives

Dissatisfaction with the standard transformational grammar approach to teaching passive voice sentences gave rise to the method developed. It is based on the framework of a lexical-functional grammar, which claims that both active and passive sentences are base-generated, and that both active and passive verb forms occur in the lexicon. It would seem that if this theory is reasonable from the linguistic and psycholinguistic perspectives, it would be put to use in the English as a second language classroom. Because the theory sees the essence of passive as a change in the grammatical function assignments of a verb's predicate agreement, it is suggested that teaching should somehow focus on this point. After exercises on the comprehension of passives, production of the passive would be introduced. Initially, verbs frequently used in the passive should be taught as vocabulary. Then, several verbs would be taught in the specific ways in which they are used, along with examples. After several examples, students would be asked to make generalizations about the form of the verbs and the grammatical function of "do-ers" and "receivers of action" in active and passive sentences. Two objections that might be raised concern the practicality of applying formal grammar theory to classroom practice and the question of efficiency. (AMH)

ED 228 916 HE 016 076

Bosk, Terry; And Others
The Evaluation of Faculty Teaching Performance.
Memorial Univ., St. John's (Newfoundland). Faculty of Education.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *College Faculty; College Instruction; Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Feedback; *Formative Evaluation; Higher Education; Personnel Policy; Research Problems; *Student Evaluation of Teacher Performance; *Summative Evaluation; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Memorial University of Newfoundland (Canada)

A faculty evaluation study conducted at Memorial University of Newfoundland for the Committee on Faculty Evaluation is described. Evaluation criteria/methods and recent research findings regarding student ratings of faculty instruction are considered, along with the advantages and disadvantages of formative and summative evaluations. Formative theory, which is based largely on constructive feedback, is considered in regard to: teacher characteristics, teacher effectiveness, teacher utility, and research issues (the problems of measuring change, nonlinearity, and measuring utility function constraints). The benefits of summative evaluation, which provides information for personnel decisions, are weighed against implementation problems, including selecting teaching dimensions to be included on rating scales, and its bureaucratic consequences. Recommendations include the following: the university should not use summative evaluation of teaching performance (i.e., no student, administrator, or peer evaluations of teaching performance). Appendices include a proposed compromise to the problem of evaluating teacher effectiveness and the following articles by J. W. Bulcock: "A Respecified Model of Teaching Effectiveness" and "Why Is the Matter of Faculty Evaluation a Pressing Issue in the 1980s?" (SW)

ED 228 946 HE 016 115

Hansen, Janet S.
Another Look at SSIG.

SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Economic Climate; Educational Finance; *Federal Aid; *Federal State Relationship; Financial Problems; *Incentive Grants; Postsecondary Education; Public Policy; Resource Allocation; *State Aid; *Student Financial Aid
IDENTIFIERS- *National Comm on Student Financial Assistance; *State Student Incentive Grant Program

A 1979 College Board Study of the State Student Incentive Grant (SSIG) program is updated. SSIG had two original purposes: encouraging the creation and the expansion of state student grant programs. By 1979 all states had created programs of need-based grants for undergraduates, but increasing state spending was less successful. In 1980 Congress added a new maintenance of effort requirement to SSIG that might renew the program. The following questions are addressed: (1) What has happened to state expenditures on student grants since 1979? (2) Do any states have federal incentives to increase their funding, given declining appropriations in SSIG? (3) How important is federal funding in maintaining state appropriations in times of economic distress? (4) Have states continued to use all of their SSIG allotments or have some returned portions to the federal government rather than appropriate adequate matching money? (5) Have "overmatched" states kept up their outlays on student grants, even though they could cut back without losing federal funds, or have they cut back on their own efforts? (6) If federal SSIG expenditures were eliminated, how many students might be affected? (7) If SSIG were reduced or abolished, what would the impact be on state grant programs? (SW)

ED 228 961 HE 016 131

Stilwell, William E., III
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater).
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Employment Opportunities; *Employment Statistics; Futures (of Society); Higher Education; Human Resources; Information Needs; Labor Market; *Long Range Planning; Models; *Occupational Surveys; Prediction; *Psychologists; Researchers; Retrenchment; *Teacher Supply and Demand

Trends in human resource management and the preparation/employment of psychologists are considered, along with the types of available data on training and employment. Because of Russia's Sputnik, the 1950s in the United States were characterized by an infusion of federal funds to college science and human service programs. During the 1970s, the financial and enrollment situation resulted in cutbacks in programs, college faculty positions, and funding of research. Three approaches have been used in resource management: (1) a massive data-based approach that used the best available data; (2) a focused data gathering approach by single professional groups such as educational or counseling psychologists, and (3) a speculative approach that used the best available judgments on what should occur 20 years in the future. Predicted future roles for counseling psychologists have included teaching about development, helping people interact with the environment, and being activists for the human services. A model for understanding employment and training patterns for the next 5 to 7 years is being developed, based on a study of the 100 largest research institutions and the 100 largest U.S. employers for counseling, developmental, educational, and school psychologists. A bibliography is appended. (SW)

ED 229 007 IR 050 159

Slamecka, Vladimir

Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979).

SPONS AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- SC-79/WS/66

PUB DATE- May 79

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Cooperative Planning; Information Dissemination; Information Needs; Information Networks; *Information Services; Information Sources; Information Utilization; International Organizations; *International Programs; National Organizations; *National Programs; *Policy Formation; Technological Advancement

IDENTIFIERS- *Information Technology; Scientific and Technical Information; *UNISIST

This report summarizes the topics of discussion at the Warsaw meeting of UNISIST, which addressed itself to the subject of modern information technology and its implications for national information policy and programs. Topics presented by invited speakers and discussed by participants from 21 countries included: (1) the relationship of information technology to national information policy; (2) the current state of information technology with emphasis on the need for international cooperation and standardization; (3) human, socio-political, techno-economic, and organizational factors influencing the effective application of modern technology to present-day information work, with emphasis on the need for both adequately trained information technology specialists and awareness among end users of the importance of information and the availability of information services; and (4) issues of future application of information technology, with emphasis on the need for national information planners to play a more active role in the formulation and implementation of future information services. Appendices comprise the seminar program and a list of meeting participants, consultants, observers, and conference staff in attendance. (ESR)

Fretwell, Gordon, Comp.
ARL Annual Salary Survey 1982.
Association of Research Libraries, Washington, D.C.

PUB DATE- Dec 82
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, DC 20036 ($8.00 for members; $10.00 for non-members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Libraries; Annual Reports; Higher Education; *Librarians; *Library Personnel; Library Surveys; *Research Libraries; *Salaries
IDENTIFIERS- *Association of Research Libraries

This report presents the results of the Association of Research Libraries (ARL) 1982 survey of librarians' salaries in 17 tables. A brief introduction summarizing the most significant statistical findings from the survey notes that the fiscal 1983 median salary for ARL university librarians was $23,500, an increase of 8.2% from the previous year. Explanatory notes are also provided. Data are presented in four major categories, including: (1) salary levels for personnel in ARL libraries; (2) median and beginning professional salaries in ARL non-university libraries; (3) average, median, and beginning professional salaries in ARL university libraries; and (4) distribution of personnel and average salaries for positions in ARL university libraries. A set of explanatory notes also accompanies the statistical tables, some of which provide the fiscal year 1982 and 1983 data for the sake of comparison. (ESR)

ED 229 136 PS 013 491

Kooney, Sharon T.; Murphy, Martin D.
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Ability; *Cognitive Processes; Elementary Education; *Elementary School Students; *Listening Comprehension; *Questioning Techniques; Story Reading
IDENTIFIERS- *Monitoring; *Plausibility (Texts)

Story length and plausibility were varied to see whether these factors significantly affect children's ability to monitor their comprehension. A total of 19 third graders and 25 sixth graders were individually read four stories in a counterbalanced order. Each story had one of the following sets of characteristics: long, low plausibility; short, high plausibility; short, low plausibility; or long, high plausibility. Subjects were asked to serve as consultants in helping to find problems with the stories. Several content representations for each condition were used to avoid content repetition, but across subjects the same themes appeared equally often in long and short stories. Four probe questions of increasing specificity were asked following the presentation of each story. The first two probes were general, preceding and following a request that the child recall the story. The third probe asked for information relating to inconsistency in the story, but did not point it out. The fourth probe explicitly pointed out the inconsistency. Each subject's score was the probe number at which he or she explicitly stated the inference that led to the contradiction in the story. Factors in the analysis of variance were subject's age, story plausibility level, and story length, with repeated measures on the last two variables. Overall, length of story had a small effect, primarily on ease of reporting. Story concreteness and plausibility had a large effect on monitoring ability. (RH)

ED 229 152 PS 013 509

Feinman, Saul
The Effect of Maternal Touching on Infant Social Referencing.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 83
GRANT- NIMH-1R03MH35384-01A1; NIMH-NRS-1F32MH07625-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Emotional Response; Individual Differences; *Infant Behavior; *Mothers; Parent Child Relationship; *Parent Influence; Personality Traits; *Stranger Reactions; *Tactual Perception
IDENTIFIERS- *Social Referencing

Whether maternal touching of the infant while speaking to him or her about a stranger facilitates or interferes with social referencing is investigated in this study. Thirty-three 10-month-olds received positive or neutral nonverbal messages when their mothers spoke to them about a stranger. Infants whose mothers did not touch them while speaking about the stranger were friendlier to the stranger (but not to the mother) in the positive affect condition than in the neutral affect condition. This effect was especially salient for infants of easier (rather than more difficult) temperament. This pattern of results suggests that infants had connected their mothers' messages with the stranger and engaged in social referencing. But when mothers touched their infants while speaking to them about the stranger, infants were friendlier to the stranger (and to the mother) in the positive than in the neutral condition. The influence of mother's affect was particularly noticeable for infants of easier temperament. Maternal touching may have made the infant less likely to connect the mother's message with the stranger specifically, resulting in a more general mood modification effect rather than in social referencing. (Author/MP)

ED 229 167 PS 013 541

Howarth, Les; Wagner, James
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anxiety; *Conceptual Tempo; Foreign Countries; *Learning; *Responses; *Transfer of Training; *Young Children
IDENTIFIERS- Canada; *Learning Strategies

The hypothesis was tested that highly anxious students invited to employ reflective learning strategies would spontaneously use a more reflective, less impulsive approach in solving response-oriented problems. A total of 53 fourth-grade students were administered the Child Anxiety Scale: 12 students were assigned to a high-anxiety treatment group, while 16 served as low-anxiety controls. Anxiety was used as an indicator of the independent variable of impulsivity. The dependent variable, involving both response behavior and learning behavior measures, was determined on a pretest/treatment/posttest basis. Treatment basically consisted of (1) obtaining a baseline measure of the number of stimulus items subjects could recognize, extract from a random array, and order to match a previously seen set; (2) suggesting to subjects a labeling procedure that might improve performance; and (3) continuing the first procedure from baseline until progress could no longer be made. Importantly, no explicit strategy was outlined; subjects chose their own labeling strategy as well as the degree to which they utilized strategy. A measure of learning was taken during treatment administration. Main findings indicated that the higher order strategy adopted by both control and treatment groups resulted in more reflective behavior in learning tasks and also transferred to subjects' response behavior. (RH)

ED 228 873 FL 013 648

Chase, Dorothy
Bilingualism for the Future.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingual Education Programs; *Bilingualism; *Educational Innovation; English (Second Language); *Foreign Students; Higher Education; Law Schools; *Limited English Speaking; Native Language Instruction; Remedial Instruction; Second Language Instruction; Spanish Speaking

This paper addresses three current issues in connection with higher education: (1) bilingual education, (2) international students in the United States, and (3) U.S. citizens and resident aliens whose native language is not English. Changes in college and university graduation requirements are proposed that will encourage bilingualism, cause international students to maintain stronger ties with their home countries, and enable the United States to come closer to the ideal of a multilingual society. Programs of study might be offered that would require the students to complete half their coursework in another language, in addition to the programs in English already provided for monolingual students. For example, some universities enroll a large number of Spanish-speaking students. According to this proposal, half the law classes would be taught in Spanish. Both the monolingual English programs and the bilingual programs would be comparable and of equal worth. Since some U.S. citizens and resident aliens whose native language is not English sometimes have difficulties in their native language, it is also suggested that foreign language remedial programs, comparable to English remedial programs, be offered in the colleges and open-door universities. (Author/AMH)

ED 228 931 HE 016 100

Levine, Marsha
Corporate Education and Training.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- 2 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Students; Continuing Education; Industrial Training; *Industry; Inplant Programs; *Job Training; *Labor Force Development; Postsecondary Education; Retraining; *School Business Relationship; Staff Development; Training Allowances
IDENTIFIERS- *Corporate Education; *National Comm on Student Financial Assistance

Characteristics of education and training provided by corporations, and the role of corporations as providers of education and as collaborators, competitors, and supporters of traditional institutions are examined. In addition, the history of corporate-based education and training is traced, and internal and external factors that determine what corporations do and might do in the future are addressed. Finally, information gaps that currently exist about this sector of postsecondary education are identified, and the way that public policy may influence education in industry is considered. Corporate-based education and training serves the needs of several populations: youth and entry-level workers, dislocated and retrained workers, and employees. Most of what goes on in corporate programs is training: job-specific and company-specific. A smaller but growing sector of corporate activity overlaps the domain of postsecondary institutions and traditional higher education and adult education. The total expenditure for corporate-based education and training has been estimated at $30 billion annually. (SW)

ED 228 976 IR 010 637

Threlkeld, Robert M.; And Others
Northern Network. Final Report. Program No. 13.680.
University of Southern Maine, Portland. Human Services Development Inst.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTIONS- Adoption (Ideas); Attitudes; Computer Oriented Programs; Cost Effectiveness; *Human Services; *Online Systems; *Program Evaluation; Program Implementation; *Public Agencies; *Teleconferencing; User Satisfaction (Information); Use Studies; *Vocational Rehabilitation
IDENTIFIERS- Computer Communication; Maine; New Hampshire

This report describes the 1980-81 development of a multistate, multimedia, multi-agency audioconferencing network for human services in Maine and New Hampshire, under a grant which was designed to: (1) establish a 20-site audioconferencing network in vocational rehabilitation offices; (2) provide training and technical assistance to the agencies in actualizing the audio network; (3) pilot test an adjunct computer conferencing network; (4) develop a plan to integrate other human services agencies into the audio network; and (5) evaluate the program. The project implementation, from initial planning until completion, is described, and the quantitative evaluation results relating to user attitudes, costs, and possible travel savings are presented. A more subjective analysis summarizes experience gained in the system operation, and some generalizations are suggested concerning the introduction of such technologies into traditional, small government agencies. Appendices include the Northern Network User Guide, computer conferencing final report and evaluation, a description of the development of an audioconferencing system for the Maine Bureau of Rehabilitation and assessment of the interaction pattern of a single regular user group, a sample teleconference transcript, evaluation materials, project samples, and the Network Operator's Manual. (LMM)

ED 229 034 IR 050 209

Administrative Libraries Section. Special Libraries Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cooperative Planning; Databases; Foreign Countries; *Information Networks; *Information Retrieval; *International Organizations; Library Associations; *Library Cooperation; *Online Systems; Shared Services; Special Libraries; Telecommunications
IDENTIFIERS- Information Exchange Procedures; *Information Technology; *Machine Readable Bibliographic Data Bases; Offline Systems

In "Contemporary Needs and Possibilities to Improve the Exchange of Bibliographical Information/Data Between Administrative Libraries (with Special Reference to Modern Technologies)," a discussion of the exchange of machine-readable bibliographic records, Walter Niedermeyr (Federal Republic of Germany) advocates the development of German information retrieval systems as the first step toward online networks capable of providing shared cataloging, interlibrary loan, and cooperative acquisition facilities. He compares evolving communication and information technologies in North America and Europe, and proposes a continuous transition from an offline to an online interconnected bibliographic data system for German libraries. This would involve the transfer of data from magnetic tape services to central data files, investigation of the compatibility of data formats, and the development of programs to check for duplicate records. Also discussed are the offline processing of information, the design of information retrieval systems, the organization of data files, and character set problems. The paper concludes with a glossary of acronyms. (ESR)

ED 229 077 JC 830 190

Allen, Robert F.
Developing Learning Packets at South Oklahoma City Junior College.
South Oklahoma City Junior Coll., Okla.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavioral Objectives; Community Colleges; Criterion Referenced Tests; *Learning Activities; *Learning Modules; Pretests Posttests; *Student Evaluation; *Teacher Developed Materials; Two Year Colleges

Seven learning modules are presented to aid instructors at South Oklahoma City Junior City College (SOCJC) in developing learning packets for their own courses. Each module contains a rationale and objectives, a pre-assessment test, informational material, learning activities, and a self-assessment instrument. The first module provides a general rationale for the development of learning packets by instructors, which links the educational philosophy of SOCJC to this instructional methodology. Each of the subsequent modules focuses on a different component of packet development, including: (1) the preparation of the rationale section of the learning packet, covering the purpose of a rationale, motivational factors, and characteristics of effective rationales; (2) the development of module objectives, describing behavioral objectives, course content planning, and classification and sources of objectives; (3) the selection, implementation, and sequencing of learning activities; (4) the application of principles of assessment, focusing on pre-, self-, and post-assessment, criterion-referenced vs. norm-referenced testing, and criterion test construction; (5) the development of alternate tracks to accommodate different learning styles; and (6) the revision of learning packets, based on periodic review, test results, and feedback, and the procedures for the approval of new or revised packets. (HB)

ED 229 198 RC 014 008

Parenting Education - Child Development Stages.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 81
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- American Indian Education; *American Indians; *Child Development; *Child Rearing; Child Responsibility; Decision Making Skills; *Developmental Stages; Family Environment; *Parent Education; Parent Materials; *Parent Role; Problem Solving; Self Concept; Skill Development

The third in a series on parenting education for American Indians, the booklet outlines a child's stages of development from birth to 5 years old. Topics include the new baby; child development from 6 to 10 weeks, 2 to 5 months, and 6 to 11 months; characteristics of babies from birth to 30 months; parent's role in developing a healthy self-image, sense of responsibility and helpfulness, and being resourceful; helping the child develop decision-making skills and problem-solving skills; and rewarding your child and yourself. (ERB)

ED 228 794 EC 151 648

Jones, Reginald L., Ed.
Reflections on Growing Up Disabled.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-134-X
PUB DATE- 83
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 258, $7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Books (010)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Attitudes; *Disabilities; Parent Attitudes; Personal Narratives; Student Attitudes

The book offers firsthand accounts of the experiences and perceptions of disabled persons, as well as the views of parents of disabled children. Entries include the following titles: "Reflections of Disabled Children" (J. Umbreit and D. Baker); "The Handicap That Had No Name" (D. Brown); "Orthopedically Disabled: Determination on Wheels" (D. Lattin); "I'm a Person, Not a Wheelchair! Problems of Disabled Adolescents" (M. Winter and D. DeSimone); "Plunged into the Mainstream" (S. Hofmann); "Loss of Hearing: Coping with a New Reality" (Z. Coleman); "The Deaf: Handicapped by Public Ignorance" (L. Jacobs); "Blindness: Disability or Nuisance?" (K. Jernigan); "Parents and Professionals: Irrational Assumptions in Their Communications" (B. Greer and B. Galtelli); and "Parents, Practices, and Attitudes: The Distance Traveled" (K. Morton). (SW)

ED 228 825 EC 151 683

Ysseldyke, James E.; And Others
Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-95
PUB DATE- Oct 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Education; *Individualized Education Programs; *Referral; *Student Placement; *Time on Task

Four elementary students referred for special education evaluation were observed systematically for 2 entire days each at three different times within the referral-to-placement process. Data were recorded on 53 variables within six categories in 10 second intervals to examine changes in the nature of instruction and academic responding time as a function of going through the referral-to-placement process. Few consistent trends were observed, and extreme variability among students was found. In some cases, changes observed 1 month after the individualized education program (IEP) was written were no longer evident 2 months after the IEP was written. (Author/CL)

ED 228 842 FL 013 602

Fairbairn, Kathy; Pegolo, Catherine
Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools.
Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-7242-11616
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Enrollment Trends; Foreign Countries; Higher Education; *Language Enrollment; Language Teachers; Secondary Education; *Second Language Instruction
IDENTIFIERS- *Australia (Queensland)

Comprehensive statistical data about foreign language instruction in Queensland, Australia, secondary schools are presented in 63 tables and figures. The purpose of the report is to provide an overview of recent trends in foreign language enrollments, distribution of foreign language teachers, school foreign language course offerings, and university language enrollments. The data cover selected years ranging from 1974 to 1982. Enrollment data are presented by grade level, sex, state and non-state schools, and language. Teacher distribution information is organized by language, teaching time, qualifications, and sex. School data include languages offered, grade levels of language course offerings, class size, and time spent by students in foreign language study. University enrollment data are presented by language and university. Additional tables are provided in the appendices. (RW)

ED 228 887 FL 013 676

Barrington, Gail V.

English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report.

Calgary Board of Education (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cultural Context; Educational Assessment; Educational Resources; Elementary Secondary Education; *English (Second Language); Family School Relationship; Foreign Countries; Limited English Speaking; *Needs Assessment; Organizational Communication; Personnel Evaluation; *Program Evaluation; *Second Language Programs; Student Needs
IDENTIFIERS- *Alberta (Calgary)

This summary of a needs assessment evaluation provides a list of recommendations and some sample English as a second language student profiles in the introductory pages, two chapters that present the various aspects of the program under study, and conclusions and recommendations. Chapter I describes (1) the student population (most from Asian countries); (2) their language skill ratings; (3) the teaching staff; (4) the general philosophy of the program and the various types of programs; (5) reasons for an evaluation study, which were related to the factors of rapid population growth, appropriateness of program delivery modes, and need for policy development; and (6) an outline of the five research questions related to the areas examined. Chapter II summarizes the conclusions drawn from the data organized according to the five research questions. The five areas are: students needs, program needs, staff needs, resource needs, and communication needs. The report concludes that the program is basically successful, and recommends that the schools support the concept of multiculturalism. (AMH)

ED 228 992 IR 010 663

Wilkinson, Louise Cherry; Brady, Mary
Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Audio Equipment; *Audiotape Recordings; Educational Research; *Equipment Maintenance; Equipment Storage; Glossaries; *Production Techniques; Purchasing; *Research Methodology; Television Lighting; *Video Equipment; *Videotape Recordings

The uses, pitfalls, and mechanics of videotaping for educational research are summarized. The first section discusses methodological aspects of videotaping, suggesting the capabilities of the technique and specific uses for videotaping in research studies. Disadvantages are also detailed, and a simple framing technique is described which can insure that the research task is amenable to videotaping. Under procedural aspects of videotaping, the discussion covers equipment considerations, including selection, tape format, and maintenance. The physical setup for videotaping is then explained, with emphasis on camera placement, procedures, materials, and audio recording, including types of microphones and subject placement. Specific video recording methods are presented and include suggestions for focus, lighting, and camera placement. Tape and equipment storage guidelines are also suggested. Six references and a glossary of technical terms are provided. An appendix summarizes and lists the specific, sequential steps in videorecording, from preparation through production and equipment storage. (LMM)

ED 229 021 IR 050 175

Pollard, Bobbie J.; Rothstein, Pauline M.

Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3.

City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Card Catalogs; Check Lists; Higher Education; Industrial Personnel; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; *Psychology; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- *Industrial Psychology; Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information on industrial psychology. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Social Sciences Index," and "Psychological Abstracts." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research in industrial psychology and an exercise in industrial psychology research conclude the instruction packet. (ESR)

ED 229 091 JC 830 212

Clagett, Craig A.
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; Community Colleges; *Enrollment Influences; *Enrollment Trends; Grades (Scholastic); Questionnaires; School Surveys; *Student Characteristics; Student Educational Objectives; *Telecourses; Two Year Colleges; Two Year College Students

Since 1976, when telecourses were first introduced at Prince George's Community College (PGCC), a total of 27 different courses have been offered by telecredit. An average of five or six telecourses have been offered every term, each enrolling approximately 29 students. In fall 1982, PGCC offered nine telecourse sections, enrolling a total of 219 students. When compared to the student body as a whole, telecourse students were more likely to be female, over 25 years of age, white, and continuing or resuming their studies at PGCC. To learn more about fall 1982 telecourse students, a survey was conducted at course orientation, focusing on students' goals and reasons for taking telecourses. The survey revealed: (1) 60% of the students said they would not have enrolled in the course had telecredit not been available; (2) 62% indicated that a lack of time for regular classroom attendance was very important in their decision to enroll in a telecourse; and (3) 74% of the respondents were pursuing associate in arts degrees, 71% were employed full time, and 51% planned to transfer to a four-year school. An analysis of the final grade distributions for fall 1982 indicated that telecourses usually had lower pass rates than the same courses taught by other modes of instruction. The study report includes the survey instrument and data tables showing enrollment trends, telecredit student characteristics, survey responses, and pass rates. (DAB)

ED 229 121 PS 013 476

Forman, George E.; Edwards, Carolyn P.
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
Massachusetts Univ., Amherst. School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-G-81-0095
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Comparative Analysis; *Comprehension; *Concept Formation; *Feedback; Performance Factors; Pretests Posttests; *Training Methods; Videotape Recordings; *Young Children
IDENTIFIERS- *Balance; *Rule Application

The effectiveness of instant video replay in improving young children's understanding of the physical laws of balancing blocks on a fulcrum was investigated. A total of 128 children from 4 to 8 years of age were randomly assigned to one of four treatment conditions. In the "Predict Block" condition, children viewed a video replay that stopped action immediately after a block reached the fulcrum. Following viewing, children were asked to say what the block would do when the videotape continued. In the "Predict Self" condition, children saw a frame with stopped action just prior to the placement of the block on the fulcrum and were subsequently asked to say where the block would be placed when the videotape continued. In the "Summarize Video" condition, children watched a replay of their attempt to balance a block without any stopped action and were asked to summarize that attempt. Children in the "No Video" group were asked to summarize a recent attempt at balancing without video replay. Children in the "Predict Self" condition, who began the training sessions with some notion of the need to search for a general rule (albeit often the wrong rule), evidenced the best posttest improvement. For children who began the training sessions with an ad hoc approach to each block, the video replay conditions were either no better than the "No Video" condition or actually debilitated performance in the "Predict Self" condition. (Author/MP)

ED 228 808 EC 151 665

Cohen, Shirley
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
REPORT NO.- CASE-24-80
PUB DATE- Dec 80
GRANT- DHHS-54-P-71303
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Students; Databases; Demonstration Programs; *Developmental Disabilities; *Family Life; Human Services; Information Dissemination; *Intervention; *Parent Workshops; Postsecondary Education; *Program Development; Program Effectiveness; *Respite Care; Self Care Skills; Use Studies
IDENTIFIERS- City University of New York; United Cerebral Palsy Association

A report of a project that established systems of respite care and training of parents who have developmentally disabled members in their home is presented. Attention is directed to project objectives, activities, and outcomes and to the following specific components: collection and analysis of data on factors promoting utilization and effectiveness of respite care services, technical assistance and information dissemination, and the development of university based models for parent training. The project involved the collaboration of the City University of New York and the United Cerebral Palsy Associations, Inc., as well as demonstration programs in Central Maryland, Northeastern Maine, and Philadelphia. Outcome data are presented on services used by survey respondents and their effect on family functioning, and the effectiveness of respite care workers. Additionally, parent training models are summarized, and evaluation data are provided for workshops on communication, behavior management, motor development, and feeding skills. Additional materials include: student comments on their attitudes and skills in working with parents, a family questionnaire, parent interview questions, a respite care worker questionnaire, information on workshops, lists of nine references for professionals, a list of eight references for parents and six audiovisual training materials, and a list of 19 parent training/support programs. (SEW)

ED 228 947 HE 016 116

Gillespie, Donald A.
Characteristics of State Grant Programs in 1982-83.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 22 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Eligibility; Financial Aid Applicants; Financial Needs; Graduate Students; *Grants; *Need Analysis (Student Financial Aid); Postsecondary Education; *Public Policy; *State Aid; Student Characteristics; *Student Financial Aid; Undergraduate Students
IDENTIFIERS- *National Comm on Student Financial Assistance

The beneficiaries of state grant programs, the amount of aid students receive, and policies that affect the utility of aid are considered, based on the 1982-1983 report of the National Association of State Scholarship and Grant Programs. For both need-based and non-need-based programs, attention is directed to eligibility criteria for students, award rates and reasons for denial, programs for undergraduate and graduate students, and the distribution of aid by family income, race, sex, and age. Based on data for over 100 state programs, information is presented on the following eligibility criteria: U.S. citizenship requirements, residency requirements, and academic merit. In addition, the estimated amounts of state funds devoted to need-based undergraduate programs per Pell Grant recipient in the 50 states (1982-1983) are presented as a crude measure of aid relative to need. It was found that only a small number of programs give average awards in excess of $2,000, and most programs that make average awards exceeding $1,000 serve graduate and professional students. State policies vary regarding the number of needy students they aid. (SW)

Mandel, Carol A., Comp.
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries.
Association of Research Libraries, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; Doctoral Programs; Enrollment; Higher Education; Interlibrary Loans; *Library Collections; *Library Expenditures; *Library Personnel; Library Surveys; Microforms; Questionnaires; *Research Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; *Library Statistics; Rank Order

This report presents data compiled from the 113 libraries that were members of the Association of Research Libraries (ARL) during the 1981/82 academic year, as well as an examination of trends in ARL university libraries from 1975-76 through 1981-82. It is noted that the most important change in 1982 was the smaller rise in serials expenditure and the concomitant steeper increase in expenditures for other materials. Research library resources, staffing, expenditures, and interlibrary loan activity are covered in the report's data tables. Further report sections include: an analysis of selected variables; an analysis of microform holdings; Ph.D. and enrollment statistics; the ARL Library Index; a summary of rank order tables for ARL university libraries; and the rank order tables for volumes in library, volumes added (gross), microform holdings, current serials, professional staff, nonprofessional staff, total staff, materials expenditures, materials and binding expenditures, salaries and wages expenditures, total operating expenditures, total items loaned, total items borrowed, and current serials expenditures. A copy of the ARL Statistics Questionnaire and instructions for its use are included. (ESR)

Adair, Susan; And Others
Job Assistance for Battered Women.
Borough of Manhatten Community Coll., New York, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Battered Women; Career Guidance; Community Colleges; *Counseling Services; Decision Making; Employment Interviews; *Employment Programs; Job Application; Job Placement; Job Search Methods; *Program Development; *Reentry Workers; Referral; Self Evaluation (Individuals); Self Help Programs; Two Year Colleges; Workshops

This manual provides information, guidelines, and workshop materials for organizations interested in developing job assistance programs for battered women. First, introductory material discusses the economic situation of battered women and their special needs for support, skills development, job referrals, and training. Next, guidelines for program development are presented, focusing on staffing requirements and the responsibilities of the project coordinator, counselor, job developer, and secretary. The six components of the program model are described, i.e., outreach; recruitment; counseling/assessment/test preparation; training referrals; job development; and follow-up. Next, methods are described for achieving the program's five objectives: (1) provide skill and interest assessment; (2) offer workshops which help participants build self-confidence and explore and prepare for careers; (3) act as an educational broker; (4) provide job placement; and (5) publish a newsletter outlining upcoming educational and training programs. Following recommendations for program evaluation, the bulk of the manual presents materials and exercises for participants in workshops on career and life decision making; goal setting in preparation for work; job searching based on self-assessment; work histories, job applications, and resumes; resources for finding jobs; and job interviews. A bibliography of materials on women and careers is appended. (DAB)

ED 229 106 PS 013 437

Gunnarsson, Lars; And Others
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences.
National Swedish Board of Education, Stockholm.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- Adjustment (to Environment); Childhood Attitudes; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Educational Environment; *Family Environment; *Family Life; Foreign Countries; Longitudinal Studies; Newsletters; Parent Child Relationship; *Sex Differences; Teacher Attitudes
IDENTIFIERS- Process Research; *Situational Variables; Social Interaction; Sweden

A longitudinal, process-oriented study was conducted to compare the content and effects of day care attendance with care in the home. Collection of baseline data involved 120 children of 12 through 18 months of age. Sixty of these children spent their weekdays in 1 of 12 day care centers, while the other 60 were cared for in homes by their mothers or family day care mothers. The main purpose of the first part of the study was to describe and compare the daily activities of children in centers and at home, reporting their interaction with adults, their emotional attachment to the mothers, and their general development. Methods used were direct observation of activities and interaction with adults in the children's natural surroundings, a mother-attachment test, and a development test. The first follow-up investigation, which took place when the children were 5.5 years old, involved 102 of the 120 families and focused on family changes, descriptions and comparisons of the children's social interaction with adults and playmates, and measurements of the children's general development. Fifty-two children and their families participated in the second follow-up assessment, which was conducted first, when children were in first grade and again, when they were in third grade. Children studied in the second follow-up had either attended day care centers during their entire preschool career or had been cared for in their homes during all of this period. Results are discussed. (RH)

ED 229 137 PS 013 492

Suzuki, Kunio D.; And Others
Effects of Creative and Idealized Toys on Children's Play.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Creativity; *Dimensional Preference; *Males; Observation; *Play; *Preschool Children; Preschool Education; Questionnaires; *Toys
IDENTIFIERS- *Creative Play; Parent Reports

Five preschool-age boys participated in a study of the effects of detailed and nondetailed toys on solitary creative play. In contrast to detailed, high-structure toys, nondetailed, low-structure toys were hypothesized to enhance creative play. In a multi-element design taking place over 13 daily sessions, detailed and nondetailed toys were introduced successively into a laboratory play setting, each for a 4-minute period. Occurrence of creative play, idealized play, the absence of play, detailed and general toy examination, tactual contact, laughter, verbalization, activity level, and destruction were recorded by two trained observers. Subjects' preferences for the toys were assessed at the end of each session by having their parents complete a questionnaire concerning their children's play preferences. Results showed that (1) nondetailed toys promoted more creative play than did detailed toys, and (2) detailed toys promoted more noncreative play than did nondetailed toys. Noncreative play, however, predominated overall. Detailed and general toy examination, as well as verbalization and destructiveness, increased across sessions. Children showed a strong preference, corroborated by parent reports, for detailed, noncreative toys. Discussion focused on the unanticipated results of toy examination and on a behavioral analysis of creative play. (MP)

ED 229 153 PS 013 510

Baroody, Arthur J.; And Others
The Development of Basic Formal Math Abilities.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basic Skills; Cognitive Development; *Elementary School Students; *Kindergarten Children; *Mathematics Achievement; *Mathematics Skills; Number Concepts; Primary Education
IDENTIFIERS- *Formal Mathematics

Developmental patterns and interrelationships of various informal skills, reading and writing of numerals, and a range of base ten/place value concepts/skills were examined in a study involving 78 primary school children from four schools who were individually examined in a standardized interview. A total of 23 tasks were administered and scalogram, individual protocol, and error analyses were performed. Results indicate that the children learned to read and write numerals in a step-like fashion. For example, even though children wrote smaller terms correctly, they wrote larger, unfamiliar terms as they sound (e.g., 20090 for "two-hundred ninety"). Zeros caused many errors. While reading numerals preceded writing numerals for terms to 20, there was no consistent developmental relationship between these skills for larger terms. A "next-by-ten" elaboration of the mental number line appeared to underlie decimal ability. Base ten equivalents and place value appeared to be basic decimal knowledge, while operating with multiples of ten and an appreciation of the structure of the number system appeared to represent a deeper knowledge. Most second graders and even many third graders had only an imprecise appreciation of the repetitive pattern of the number system at the three digit level. (Author/RH)

Lazarus, Peggy G.
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Research; *Communication Skills; *Communicative Competence (Languages); Educational Anthropology; Ethnography; *Kindergarten Children; *Problem Solving; *Sociolinguistics; *Verbal Communication
IDENTIFIERS- *English Speaking; Metalinguistic Awareness; Speech Acts; Ways Of Speaking Taxonomy

In anticipation of providing a baseline of competencies on which teachers and school researchers could build, an ethnographic study was conducted of the communicative competencies of kindergarten children as revealed in spontaneous speech occurring across entire school days. Nonparticipant and, occasionally, participant observation methods were used to collect data for 22 days on three occasions during the school year in a public school kindergarten attended by approximately 20 middle-class, white native speakers of English. Audiotapes of whole-group, small-group, and individual activities were made and transcribed, and continuous log notes were made to identify speakers and contexts. Data were twice reduced: first by deleting teacher soliloquies and then by isolating conversational exchanges surrounding problem statements, strategies, or solutions. Hymes' Ways of Speaking taxonomic acronym was used to locate communicative competencies in that remaining portion of the record which concerned problems. Statements referring to problems were found to be distributed in four areas: sociolinguistic, linguistic, social, and cognitive. In the sociolinguistic area, three categories of kindergarten children's competencies were found: metalinguistic awareness of regularities in language use; ability to publicize confusions or problems; and, most dramatic, the artful variation of the components of the Ways of Speaking to accomplish a purpose. Findings are discussed. (RH)

ED 229 183 RC 013 982

Keats, C.; And Others
Planning an Outdoor Learning Environment for a Small School.
North Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). Dept. of Teacher Education.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Environmental Education; *Facility Planning; Foreign Countries; *Landscaping; Land Use; *Outdoor Activities; Physical Activities; *Playgrounds; Rural Schools; Science Education; Site Development; *Small Schools; *Space Utilization

Developed to provide an outdoor learning environment for a small school which had relatively undeveloped grounds, these plans are aimed toward providing: physical activity (climbing, running, jumping, and games); imaginative activity; social learning; environmental study; mathematics and science; exploring materials, e.g., water and soil; and the extension of classroom activities outside. The plans incorporate activity areas such as an adventure hill-amphitheatre, a log fort, a horizontal ladder, crossed climbing logs arranged in diminishing squares, vertical climbing logs of various sizes, and a balancing log set. Additionally, a fish pond and native trees replaced a flower garden, large stepping stones were used for a path, lines were painted on the asphalt tarmac to accommodate mathematics activities and games such as hop-scotch (trestles and benches were built and stored under the school for easy movement onto this area for art activities), and under both tanks fern houses were established. The last section provides suggestions for involving the rural community in the project. (AH)

ED 229 199 RC 014 009

Parenting Education - Discipline Skills.
National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 81
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- American Indian Education; *American Indians; *Childhood Needs; Child Rearing; Child Responsibility; *Discipline; *Parent Education; *Parent Influence; Parent Materials; Parent Responsibility; *Parent Role; Role Models

The use of discipline as a positive learning experience that sets limits for behavior of children by guiding them to and through adulthood is presented in the fourth booklet of a series on parenting education for American Indians. Five major areas parents can teach children by their own behavior are tasks, curiosity and interest in learning, respect for others, emotional control, and problem solving. Chapters on infants, early childhood, and adolescence offer suggestions in dealing with discipline at these age groups. Another chapter looks at alternative kinds of punishment besides physical punishment. The concluding chapter suggests both parents share the responsibility of discipline. (ERB)

ED 228 826 EC 151 684

Epps, Susan; And Others
An Analysis of the Conceptual Framework Underlying Definitions of Learning Disabilities.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-98
PUB DATE- Nov 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classification; *Definitions; Elementary Education; Handicap Identification; *Learning Disabilities; *Student Evaluation; Underachievement

Three types of definitions of learning disabilities (LD) (ability-achievement discrepancy, low achievement, and scatter) were examined to determine the extent of common variance within 48 school-identified LD children and 96 nonLD children (all elementary students). Both samples had previously been administered a battery of psychoeducational tests. Data were used to classify each child as LD or nonLD according to each of 14 operational definitions. A factor analysis resulted in two distinct groupings of LD students. Low achievement accounted for over four times the variance as ability-achievement discrepancy. Scatter did not contribute independently to classification. (Author/CL)

Rivera, Charlene, Comp.
ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- 400-79-0042
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Bilingual Students; *Language Proficiency; *Literature Reviews; Meetings; Minority Groups; Publicity; *Student Evaluation; *Testing

The Language Proficiency Assessment (LPA) Symposium was held to integrate the insights gained from findings emerging from the research component and the implementation of the teacher training programs of the Assessment of Language Proficiency of Bilingual Persons (ALPBP) project. This final report on the symposium consists of three component reports. The first, "Issues in the Assessment of Language Proficiency of Language Minority Students," by C. Rivera and C. Simich, is an analysis of the literature and research in the area of language proficiency assessment. The second article is a summary of symposium presentations. These two reports provide documentation regarding the state of the art of language proficiency assessment and summarize research issues which need to be further documented. The third component report is a proposed plan for public dissemination of the symposium proceedings. (Author/AMH)

ED 228 903 HE 014 744

Initial Report and Preliminary Recommendations.

National Commission on Nursing, Chicago, IL.

SPONS. AGENCY- American Hospital Association, Chicago, Ill.; American Hospital Supply Association.; Hospital Research and Educational Trust, Chicago, Ill.
REPORT NO.- ISBN-0-87914-058-5
PUB DATE- 81
AVAILABLE FROM- National Commission on Nursing, 840 North Lake Shore Drive, Chicago, IL 60611.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; *Articulation (Education); Coordination; Health Personnel; Health Services; Higher Education; *Interprofessional Relationship; *Nursing; *Nursing Education; Physicians; *Professional Autonomy; *Public Policy; Unions

Basic issues in nursing education, practice, and public policy initiatives and preliminary recommendations for action are discussed, based on research conducted by the National Commission on Nursing. Findings are based on public hearings, a review of journal articles since 1975 and state studies and policy documents since 1977, and a survey of health care institutions, academic institutions, and organizations. The following key relationships in the areas of nursing practice are identified: nurses and physicians and nurses and health care administrators, nurses and health care institutions, nurses and the nursing profession, and nurses and unions and supplementary agencies. Nursing education concerns include: the need for a defined sequence of nursing education for basic, graduate, and continuing education; coordination of educational programs on a local, state, and regional basis; resources for nursing education; programs for registered nurse students and for formerly inactive nurses; and the need to examine the appropriate relationship between education and practice.

Finally, public policy issues include the use of nursing personnel, licensure, and nurses' involvement in policy formation. Recommendations and action plans are included, along with a substantial bibliography. (SW)

ED 228 917 HE 016 077

Brown, Peggy, Ed.
Peace Studies.
Association of American Colleges, Washington, D.C.
PUB DATE- Mar 83
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Programs; College Role; Curriculum Development; *Disarmament; Foreign Policy; Higher Education; *International Relations; Nuclear Warfare; *Peace; *War; World Affairs
IDENTIFIERS- Earlham College IN; Goshen College IN; Juniata College PA; Ohio State University; Syracuse University NY; University of Illinois Urbana Champaign

Selected college peace studies programs are described, and perspectives on such efforts in higher education are considered in an article by Robert C. Williams, "Sounds of Silence: The Academy and the Nuclear Question." Following the essay, peace studies activities of six colleges are described. At Syracuse University, the Program in Nonviolent Conflict and Change includes peace studies instruction and research projects, and training in nonviolent methods. The Mennonite Goshen College's peace studies program assists other departments to include peace content in their materials. At Ohio State University, issues of public policy and national security are addressed in five programs of teaching, research, and public service. The Peace and Conflict Studies program at Juniata College seeks to promote an understanding of war within each discipline. At the University of Illinois, Urbana-Champaign, study and research is undertaken on the military, political, economic, and social implications of the arms race and arms control efforts. Finally, at Earlham College, the Peace and Global Studies Program stems from its Quaker heritage and tradition of teaching about international concerns and social activism. Additional programs are briefly described, along with resource materials. (SW)

ED 228 932 HE 016 101

Garet, Michael S.; And Others
Graduate and Professional Education: A Review of Recent Trends.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Programs; Data Collection; Degrees (Academic); *Doctoral Degrees; Educational Trends; Graduate Students; *Graduate Study; Higher Education; *Information Needs; Information Sources; Majors (Students); Masters Degrees; *Professional Education; Student Characteristics; *Student Financial Aid
IDENTIFIERS- *National Comm on Student Financial Assistance

Graduate and professional education in the United States is reviewed, with particular emphasis on recent trends in doctoral study in the arts, sciences, humanities, and engineering. Master's programs and the professions are also considered. In examining the range and diversity of graduate education, attention is directed to the size of graduate education, the kinds of programs, degrees, and graduate institutions, as well as the characteristics of graduate students. Other specific concerns are as follows: (1) trends in applications, enrollment, and degrees conferred over the past decade, with special attention to trends for men and women and part-time students and foreign students; (2) differences in the trends observed for professional programs, and differences among academic disciplines, particularly at the doctoral level; and (3) patterns of financial support, particularly for doctoral students, including fellowships, assistantships, loans and the major sources of support (e.g., federal, state, institutional, and private). Finally, the major sources of information on graduate and professional education are considered, and recommendations regarding data collection and analysis are offered. Trend data and approximately 50 references are appended. (SW)

Davis, Robert H.
Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Agents; College Faculty; *College Instruction; College Planning; Decision Making; Educational Change; Educational Development; *Educational Innovation; Financial Problems; Higher Education; Program Evaluation; *Retrenchment; *Teacher Role; Undergraduate Study
IDENTIFIERS- *Michigan State University

The processes of innovation and change at Michigan State University are considered with respect to the Educational Development Program (EDP). EDP refers to innovative programs and organizational changes in undergraduate instruction during 1964-1980. Throughout its existence, the EDP underwent many iterations to make it more acceptable to a changing faculty and student body. Changes in EDP paralleled changes taking place in the body politic of the university. As the university became more democratic, EDP focused more on serving the faculty as a constituency, and faculty gained greater control over academic policy and planning. In the mid-1970s, EDP lost its voice within the central administration and policy-making circles. In addition, financial stress created competition among programs, anxiety among organization members, and involvement of special interest groups in the decision-making process. The builders of the EDP recognized that they were change agents and that the faculty had to take responsibility for the change process. Faculty were encouraged to take credit for their teaching/learning innovations. However, EDP was required to defend its existence; it appeared that the faculty could have accomplished the same changes if the deans had been in charge of the funds. (SW)

ED 229 008 IR 050 160

Adams, Scott
Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Aug 76
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cooperative Planning; Developed Nations; Developing Nations; *Information Centers; *Information Needs; Information Networks; *Information Services; Information Utilization; International Organizations; *International Programs; National Organizations; *National Programs
IDENTIFIERS- *Scientific and Technical Information; *UNISIST

This report summarizes the formation of UNISIST and the topics of discussion at the first UNISIST meeting (1976) on the planning and implementation of national information activities in science and technology. Topics of discussion reported include: (1) the objectives of national information activities in the areas of science and technology; (2) the functions, structure, and establishment of national focal points for scientific and technical information services and policy development; (3) the setting of priorities for information activities in the context of national needs; (4) aspects of the implementation of a national information plan; and (5) the interaction of national information focal points with international and regional activities. Background details on the information revolution and information as a resource for development are also provided, as well as information on the development of the UNISIST program and its accomplishments. A list of six items of significance arising from the 1976 meeting concludes the report. (ESR)

ED 228 795 EC 151 649

Pelz, Ruth, Ed.
Evaluation Case Studies. WESTAR Series Paper #16.
Western States Technical Assistance Resource, Monmouth, Oreg.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Oct 82
CONTRACT- 300-80-0753
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; Demonstration Programs; *Disabilities; Early Childhood Education; *Evaluation Methods; Mainstreaming; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Handicapped Childrens Early Education Program

The booklet presents samples of actual program evaluations completed by two HCEEP (Handicapped Children's Early Education Program) sites. The first HCEEP project described is the Regional Development Program (Yorktown Heights, New York). The project director (Amy L. Toole) reviews the beginnings of the project, hiring of an outside evaluator, completion of an evaluability study, and highlighting of the project's key evaluation problems. She provides suggestions about hiring outside evaluators and describes the plan to evaluate the project according to four themes: implementation of the classroom program, implementation of the home program, longterm effects of the program, and demonstration and dissemination activities. Preparations for submitting information to the Joint Dissemination Review Panel are outlined. The second project, the Northwest Center Infant and Toddler Program (Seattle, Washington), begins with a detailed evaluation plan. The plan is presented (by Linda L. Gil) in a format listing rationale, objectives, activities, and evaluation for seven elements: systematic inclusion of nonhandicapped children into existing early intervention programs, assessment procedures and curricula adoption for nonhandicapped and handicapped populations, parent involvement, staff development, coordination with existing community programs, child care aide curriculum, and child nutrition. (CL)

ED 228 843 FL 013 603

Paulston, Christina Bratt
Swedish Research and Debate About Bilingualism. A Critical Review of the Swedish Research and Debate about Bilingualism and Bilingual Education in Sweden from an International Perspective.
National Swedish Board of Education, Stockholm.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingual Education; *Bilingualism; *Educational Policy; Educational Research; Immigrants; Language of Instruction; *Language Planning; Language Research; Swedish
IDENTIFIERS- Sweden

Swedish research and opinion on bilingualism, language policy, and bilingual education in Sweden is reviewed. The Swedish debate on language planning and bilingual education revolves around two perspectives: structural-functional theory and conflict theory. Swedish research consists primarily of statistical and descriptive studies rather than hypothesis testing. It is generally policy oriented and written from a structural-functional perspective. A distinction is drawn between language cultivation and language policy approaches to issues of language planning. Most of the decisions about the schooling of immigrant children in Sweden have been policy decisions which cannot be assessed according to linguistic criteria. Issues addressed by Swedish bilingual education research include semilingualism, biculturalism and contrastive culture, Swedish xenophobia, medium of instruction, third language learning, and linguistics. A bibliography is appended. (RW)

ED 228 874 FL 013 649

Light, Richard
Perspectives on TESOL.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Class Activities; *Classroom Techniques; *English (Second Language); *Language Usage; Linguistic Theory; *Second Language Instruction; State of the Art Reviews; Student Role; Teacher Role; Teaching Methods

The state of the art in teaching English to speakers of other languages (TESOL) is characterized by diversity in philosophies, activities, and materials. It has been summarized in a variety of reports. The perspectives developed here are a supplement to the other reports rather than a summary. Aspects of the state of the art are examined through sets of categories gleaned from the literature on second language teaching in order to provide perspectives on TESOL today. The categories discussed are the following: (1) approach, method, and technique; (2) learner-centered and teacher-centered activities in the language classroom; (3) skill-getting and skill-using activities; (4) the distinction between mechanical, meaningful, and communicative activities; (5) the concepts of real and realistic use of language; (6) the distinction between language use in teaching settings and language use in non-teaching settings; (7) application to lessons of the categories of usability, organization, responsiveness, responsibility, and pluralism; (8) the distinction between formal and informal linguistic environments; and (9) the distinction between linguistic competence and communicative competence. (AMH)

ED 228 888 FL 013 677

Barrington, Gail V.
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12.
Calgary Board of Education (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cultural Context; Educational Assessment; Educational Resources; Elementary Secondary Education; *English (Second Language); Family School Relationship; Foreign Countries; Limited English Speaking; *Needs Assessment; Organizational Communication; Personnel Evaluation; *Program Evaluation; *Second Language Programs; Student Needs
IDENTIFIERS- *Alberta (Calgary)

The evaluation was conducted from March to December, 1982, from the perspective of a needs assessment concerning students, program, staff, resources, and communication. Data were analyzed quantitatively and qualititatively by content analysis procedures. Findings indicated that student satisfaction was high except on the senior high level, and that all students desired more Canadian friends. Program needs were analyzed by program type. At the elementary level an information gap on the administrative level appeared as well as problems with transportation, both financial and in terms of instructional time. On the secondary level, the reception class model appeared generally effective, with some needs identified in the administrative structure, vocational programming, in-school reception classes, and integration into the regular program. Other programs were studied and recommendations were made about their expansion or termination. Staff needs included clarification of preparation time, staffing ratio, preservice training, and on-going professional development. Resource needs were limited indicating satisfactory program funding. Severe communication needs surfaced both within the organization and between home and school. The study concluded by urging a policy of multiculturalism and of integration of students into the classroom and into the Canadian mainstream. (Author/AMH)

ED 228 977 IR 010 639

Fullam, T. J.
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised.
Alaska State Dept. of Education, Juneau. Office of Planning and Research.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Average Daily Membership; Computer Oriented Programs; *Computer Programs; Cost Estimates; Data Analysis; *Foundation Programs; Information Networks; Online Systems; *Public Schools; Resource Allocation; *Simulation; State Aid
IDENTIFIERS- Alaska State Department of Education; *Computer Simulation; University of Alaska

This publication documents the revised Alaska Finance Foundation Simulation Program, a computer finance simulation package for the Alaska School District Foundation Formula. The introduction briefly describes the program, which was written in Fortran for a Honeywell '66' computer located at the University of Alaska, Fairbanks, and allows experimentation with the cost to the state of the public schools, by using all of the parameters involved in the cost calculations as variables. Establishment of communications with the central computer and procedures for starting program execution are explained. Then actual procedures for running the program are described, which allow access through any remote terminal connected to the University of Alaska Computer network, through satellite or land lines. Items printed at the terminal during program execution are presented and data input (external data files or run time input), input requirements, problems, and error handling are discussed. An appendix provides additional information on data files, average daily membership (ADM) conversion tables, standard ADM tables, and prime data files. (LMM)

ED 228 993 IR 010 665

Ehrhardt, Margaret W., Comp.; Griffin, Mary Frances, Comp.
Exemplary Media Programs in School Districts of South Carolina.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Oriented Programs; *Demonstration Programs; Elementary Secondary Education; *Learning Resources Centers; Library Equipment; Library Facilities; Library Planning; Material Development; *Media Specialists; *Program Descriptions; *School Libraries
IDENTIFIERS- *South Carolina

This booklet providing information on school library and media programs in 28 South Carolina schools focuses on programs, facilities, materials, flexible scheduling, use of computers, and production. Schools included were suggested by library/media consultants from the South Carolina State Department of Education. Programs are listed for elementary, middle, junior high, and high schools. Information given for each school program includes the school district, school name, school address, enrollment, grade levels, media specialist, a brief description of the specific program or special feature, and the name of a contact person. (LMM)

ED 229 035 IR 050 210

Art Libraries Section. Special Libraries Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Art History; Bibliographies; Foreign Countries; *International Organizations; Library Associations; Library Collections; Library Cooperation; Nonprint Media; Online Systems; *Research Libraries; Slides; *Special Libraries; Union Catalogs; *Visual Arts
IDENTIFIERS- *Art Librarians; *Art Libraries; Art Publications; Design History; Slide Collections

Papers on art libraries, librarianship, and documentation presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "The Tyranny of Distance: Art Libraries in Canada," a description by Mary F. Williamson of Canada's regional art libraries which serve both art students and the general public; (2) "A Checklist of Some Art Bibliographies Not Included in Arntzen and Rainwater's 'Guide to the Literature of Art History'"; (3) "Canadian Art Publications: A Historical Perspective and Summary of Recent Developments" by Loren Singer; (4) "Popular Religious Images: A Many Faceted Subject Which Could Benefit from an Automated Approach" by Michel Albaric (France); (5) "AGAP'ART: A Cooperative Automated Catalogue of Art and Archaeology Journals Held in the Art Libraries of Paris and the Paris Area" by Denise Gazier (France); (6) "Visual Resources: The State of the Art," a description by Nancy De Laurier (United States) of methods of slide conservation, and the training and activities of slide curators; (7) "The Indivisibility of Art Librarianship" by Wolfgang M. Freitag (United States) which advocates coordination between book and visual resources librarians; and (8) "Documentation of Design History: Past, Present and Future" by Anthony J. Coulson (United Kingdom), which discusses reference sources for design history, particularly industrial design. (ESR)

ED 229 078 JC 830 192

Easton, John Q.
Affective Responses of Community College Students to Self-Selected Criteria of Success.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Community Colleges; *Evaluation Criteria; *Mathematics Achievement; School Surveys; *Self Concept; Self Concept Measures; *Self Evaluation (Individuals); Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *City Colleges of Chicago IL

A study was conducted at the City Colleges of Chicago to investigate how individual expectations and self-selected criteria for success correlate with academic self-concept and course achievement. At the beginning and end of the fall semester, students enrolled in six basic mathematics classes completed questionnaires containing the Michigan State Self-Concept of Ability Scale, which asks students to compare their math ability with that of their friends, and the National Longitudinal Study of Mathematics Ability Scale, which asks students what they think and feel about their math work. In addition, students were asked "What grade would make you feel successful in math?" and "What grade do you expect to get in this course?" in order to determine their self-selected criteria for success. Of the 135 women and 39 men initially enrolled in the six courses, 112 students passed with a grade of A to D, 30 failed with an F, and 32 withdrew or stopped attending class. Approximately 38% of the sample achieved a grade which they indicated would make them feel successful in math, and 53% achieved the grade they expected in the course. Students who did as well as they expected or wanted to displayed increased academic self-concept and raised their expectations for themselves, while students who did not meet their criteria for success showed no changes in academic self-concept but adjusted their criteria for success. (DAB)

ED 229 092   JC 830 213

Van Gelder, Naneene, Ed.
References & Resources for Secretaries and Clerical Personnel, 1980. Manual 4200-1.
San Diego Community Coll. District, Calif.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTIONS- Business Correspondence; Business English; *Business Skills; Community Colleges; Filing; Job Performance; Orientation Materials; *School Policy; *Secretaries; Staff Development; *Staff Orientation; Two Year Colleges; Typewriting; Work Attitudes

Developed as a resource guide for all secretaries and clerical personnel employed in the San Diego Community College District (SDCCD), this manual provides information on matters ranging from district procedures and office operations to English usage and professional growth. The manual's 21 chapters cover: (1) district history, philosophy, and affirmative action policies; (2) district organization; (3) emergency procedures; (4) communication with the Board of Trustees and preparation of Board docket items; (5) guidelines for supervisors for secretarial time management and working with their staff; (6) the importance of attitude, teamwork, and individual behavior in job success; (7) personal and professional growth, and pet peeves of bosses; (8) preparing job descriptions and desk job procedure manuals; (9) tips for time management, fitness, dictation and transcription, typing, duplication, and form development; (10) sources of information on, for example, district policies and employee contracts; (11) telephone procedures; (12) capitalization, punctuation, and word usage; (13) letters, memos, and drafts; (14) filing procedures; (15) meetings and minutes; (16) reports; (17) calendars and "tickler files"; (18) mail processing and delivery; (19) supplies and equipment, office supply inventory, stock and nonstock requisitions, and purchase orders; (20) travel and mileage; and (21) a bibliography of manuals, guides, and relevant SDCCD publications. (DAB)

ED 229 122 PS 013 477

Jalongo, Mary Renck
The Preschool Child's Comprehension of Television Commercial Disclaimers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comprehension; *Knowledge Level; *Predictor Variables; *Preschool Children; Preschool Education; *Receptive Language; *Television Commercials; Television Research
IDENTIFIERS- *Disclaimers

The major purposes of this investigation were (1) to contribute to existing research on the preschool child's comprehension of disclaimers in television commercials, (2) to identify specific standard or modified disclaimers that are understood by preschoolers, and (3) to determine logical relationships between study variables. Disclaimers were defined as aural and/or visual displays designed to delineate an advertised item's actual performance and to dispel misconceptions that might be created by demonstration of a product (e.g., "batteries not included"). To investigate several research questions focused on preschool children's comprehension of disclaimers, a sample of 36 boys and 39 girls was randomly selected from a population of 4- and 5-year-olds. Subjects represented a variety of socioeconomic backgrounds and were enrolled in several types of nursery schools, preschools, and kindergartens. Data on age, sex, and school were collected along with scores on measures of receptive language/verbal intelligence, general knowledge of television advertising, ability to understand and explain disclaimers in subject's own words, and comprehension of commonly used and simplified disclaimers. Measures dealing directly with disclaimer comprehension were developed. Results indicated that linguistic ability was a poor predictor of paraphrase and standard/modified disclaimer scores. Scores reflecting general knowledge about television were the most effective predictors of disclaimer comprehension. (RH)

ED 228 948 · HE 016 117

Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Banking; *Capital; Educational Finance; Federal Programs; *Financial Services; Interest (Finance); *Loan Repayment; Money Management; Operating Expenses; Postsecondary Education; Program Administration; *Program Costs; Public Policy; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

The special allowance component of the Guaranteed Student Loan (GSL) program was evaluated through research and hearings. Attention was directed to: the experiences of students and eligible lenders; the administrative costs of various types of eligible lenders; financial indicators that accurately reflect the costs of capital; and administrative mechanisms for rapidly disseminating to lenders the quarterly rate of the special allowance. It was recommended that the special allowance formula be retained in its current form. The allowance formula is one of several interrelated loan program provisions that have successfully contributed to lender participation and the supply of loan capital. Changes in any of these incentives would be viewed by lenders as increasing their risks and possibly would decrease their participation in the program. There is strong evidence that any reduction in the special allowance would disrupt the supply of education loan capital and reduce lender participation. There was no conclusive evidence that lender profits from the current special allowance formula are too high. Two papers are appended: "A Review of the Guaranteed Student Loan Special Allowance" (Wharton Applied Research Center); and "Review of Special Allowance Issues" (Applied Systems Institute, Inc.) (Author/SW)

ED 229 022   IR 050 176

Neubacher, Eric; Rothstein, Pauline M.
Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Card Catalogs; Check Lists; Government Publications; Higher Education; Information Retrieval; Instructional Materials; Legislators; *Library Instruction; Library Materials; *Library Skills; *Political Science; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, published information on the American political process and biographical and factual information about legislators. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to use the card catalog to locate books, reports, and government documents, and how to utilize indexes and abstracts to find journal articles and current information. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor, which cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, and the "Public Affairs Information Service (PAIS) Bulletin." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research on the American political process and an assignment exercise conclude the instruction packet. (ESR)

ED 229 050 IR 050 250

Buckner, Claudia
California Libraries in the 1980s: Strategies for Service.
California State Library, Sacramento.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Information Needs; *Information Services; *Library Cooperation; *Library Planning; *Long Range Planning; Objectives; *Program Development; State Libraries; Statewide Planning
IDENTIFIERS- *California; California State Library; Library Funding

The product of consensus among representatives from all types of libraries in California, this document presents goals, objectives, and procedures for enhancing statewide library services in the 1980's in order to better meet the information needs of all people in the state. Nineteen objectives are described within four goal areas: (1) developing adequate and effective library and information services and informing people about them; (2) designing and offering services that link people with what they want to know through the widest means possible; (3) developing statewide cooperation among academic, public, school, and special libraries and other information agencies; and (4) ensuring that libraries receive financial and community support adequate to meet the library and information needs of the community. Procedures listed under each objective involve actions by a variety of institutions and organizations, particularly by the California State Library. It is noted that there is no legal mechanism to enforce the document's goals and objectives. Also included are a brief description of the California library environment, a list of persons involved in the creation of the document, a glossary of definitions and acronyms, and a detachable questionnaire to be used to register opinions of the document and indicate interest in helping to carry out its objectives. (ESR)

ED 229 064 JC 830 160

Casey, John W.
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A.

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Strategies; *College Administration; *College Planning; College Role; Community Colleges; Declining Enrollment; Educational Finance; *Educational Trends; *Financial Problems; Organizational Change; *Retrenchment
IDENTIFIERS- *Seattle Community College District WA; Washington

This paper presents a historical perspective on the growth of the Seattle Community College District (SCCD) from 1967 to 1980 and the period of retrenchment from 1981 to the present. First, the paper reviews the formation of the SCCD, its organizational structure, goals and objectives, and mission. Next, demographic data are presented to illustrate the severity of the crisis being faced nationally, in the state of Washington, in the city of Seattle, and in the SCCD, as indicated by trends in the economic outlook, social conditions, political climate, educational arena, technological demands, and population projections. Then, the paper focuses on the causes of educational reductions in Washington (i.e., an inadequate tax base and a disintegrating economic climate); the decline in full-time equivalent enrollments from 15,040 in 1980-81 to an estimated 10,770 in 1982-83; the cutbacks made between 1980 and 1982; and the methods used to effect these cutbacks. Finally, a four-stage sequence for retrenchment is presented derived from the SCCD experience. It involves: (1) reduction of services on a somewhat proportional basis; (2) disproportionate cutback of particular services; (3) cutbacks in whole categories of programs and services; and (4) the reformulation of the college's mission to cope with retrenchment. (HB)

ED 229 107 PS 013 439

Grant, D. R. B.
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Child Development; *Community Characteristics; *Demography; *Ecology; Economic Status; Employment Patterns; Foreign Countries; *Life Style; *Living Standards; Quality of Life; Social Services
IDENTIFIERS- *Caribbean Islands; English Speaking

The second in a series of four, this volume reports on a study designed to explore the home conditions under which young children in the English-speaking Caribbean islands, especially the underprivileged, are nurtured. Highlighted are those inseparable factors of the target islands that are likely to influence the living standards of each island and, consequently, the life style of children. Such factors include the location of each island with respect to its relationship to other regional and international areas, the quantity and quality of available human and natural resources, the economic status of the island and its people, the educational level and health status of the population, and the delivery of early childhood education services to young children.(MP)

Fogarty, M. F.

A Multiple-Progress Plan for the Small School?

North Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). Dept. of Teacher Education.

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTIONS- *Continuous Progress Plan; *Conventional Instruction; Core Curriculum; Curriculum Development; Foreign Countries; Multigraded Classes; *Nongraded Instructional Grouping; One Teacher Schools; *Open Education; Rural Schools; *Small Schools
IDENTIFIERS- Australia (Queensland); Multiple Progress Pla

The article discusses the educational situation in Queensland and offers an alternative to the present open education plan. It suggests: that traditional education is appropriate for teaching basic skills, as in specific areas of mathematics where one level of mastery may depend on certain knowledge at a lower level; that curricula which are sequentially or spirally organized may best be directed by employing non-grading; that non-grading requires a set curriculum while open education imposes no such requirement; and that an open approach is appropriate for gaining knowledge that is not basic or unchanging, or that is not sequential. Additionally, the article offers three practical limitations relative to the implementation of the multiple-progress plan; these involve the amount of time and work in compiling a core-curriculum, deciding the proportion of the core-curriculum that will be devoted to non-grading, and dividing the non-graded areas into levels. It is suggested that because small school teachers must work in two or more year levels at the same time, they are perhaps better equipped for this task than teachers from larger schools. (AH)

ED 229 200 RC 014 010

Parenting Education - Parent-Child Communication.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

SPONS AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 81
GRANT- 90-C-1744(02)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- American Indian Education; *American Indians; *Childhood Needs; *Communication (Thought Transfer); *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Role
IDENTIFIERS- Honesty

Part of the series on parenting education for American Indians, this booklet discusses some of the common communication problems parents face with their children as the children grow older. There are various ways of communicating, such as by sounds, by words, by sentences, by touch, by holding and showing affection, by body language, and by using our eyes and facial expressions. Rules for establishing good communication between parent and child include: no subject is taboo, honesty is required, condemnation is not allowed, understanding as a goal, and mutual respect must be shown. The importance of letting children know that they can discuss anything with their parents is stressed in the concluding chapter. (ERB)

ED 228 809 EC 151 666

Berner, Catherine L., Comp.; Lindh, Peter D., Comp.
Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
Georgia State Dept. of Education, Atlanta. Office of State Schools and Special Services.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Air Transportation; *Blindness; Bus Transportation; Curriculum Guides; Elementary Secondary Education; Interior Space; *Mobility Aids; Psychomotor Skills; Spatial Ability; Tactual Perception; *Travel Training; Vehicular Traffic; *Visual Impairments; *Visually Handicapped Mobility
IDENTIFIERS- *Georgia Academy for the Blind

The Georgia Academy for the Blind curriculum guide covers orientation, cane skills, and travel skills. Chapter two, on low vision utilization, includes indoor, outdoor, and night low vision lessons checklists. Chapter three covers postural development and motor coordination. Chapter four, on concept development, covers body image, spatial concepts, sound discrimination, and concept activities for the parent and instructor. Chapter five, on protective technique, includes trailing and traversing open doorways. Chapter six, on sighted guides, includes stairways, cars, and reversing directions. Chapters seven and eight, on indoor orientation skills and special indoor skills, covers self familiarization, indoor numbering systems, turns, elevators, and independent shopping and purchasing. Chapter nine, on cane skills, covers walking with a guide and the diagonal technique. Chapters ten and eleven, on outdoor orientation skills and special outdoor skills, covers landmarks, compass directions, and advanced map reading. Chapters twelve and thirteen, on residential/commercial travel, include sidewalk recovery, touch techniques, pedestrian traffic control, and route travel. Lastly, chapter fourteen, on primary community facilities and special aids, includes city bus, taxi, and airport travel; dog guides; and electronic travel aids. Among additional materials are student rating forms, low vision assessment forms, a 58 item mobility/orientation glossary, and a 48 item bibliography. (SEW)

ED 228 827 EC 151 685

Epps, Susan; And Others
Public-Policy Implications of Different Definitions of Learning Disabilities.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-99
PUB DATE- Nov 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Definitions; Elementary Education; Handicap Identification; *Learning Disabilities; *Public Policy; *Student Evaluation

A study involving 48 school-identified learning disabled (LD) and 96 nonLD elementary students investigated the numbers of students identified by three kinds of LD definitions: ability-achievement discrepancy, low achievement, and scatter. Relationships between each definition and actual school classification were also examined. Data from a battery of psychoeducational tests were used to classify each child as LD or nonLD according to each of 14 operational definitions. Results indicated that various definitions of LD identify significantly different numbers of students. Percentages of students identified ranged from 5.3 to 69.6, with a median of 29.5. The three categories of definitions did not discriminate LD and nonLD children consistently. Within the study's limitations, the authors predict continued confusion in the field of LD. (Author/CL)

ED 228 859 FL 013 630

Hayes, Zoe Ann
Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- 400-79-0042
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Bilingualism; *Bilingual Students; Evaluation Methods; *Language Proficiency; Measurement Techniques; *Measures (Individuals); *Mexican Americans; Primary Education; *Verbal Development

The phenomenon of limited bilingual language proficiency is reported to have negative academic and/or cognitive consequences, especially among Mexican-American minority language students. Where such students have been diagnosed, fears of concomitant congitive retardation are also expressed. Research was undertaken to understand the phenomenon better and to investigate its possible cognitive/academic consequences. The study defined the meaning of knowing a language, described bilingualism, and discussed bilingualism and cognitive development. The subjects for the investigation were Mexican-American third grade students in Santa Clara County (California) School districts. Analyses of all the test data used in the study indicated that no two language proficiency tests gave the same information about a child, and that the measure of communication skills was the best predictor of achievement. The results of the investigation do not lend support to the idea that limited bilingual language proficiency is widespread. Results also indicate that, among students who do exhibit this dual language limitation, no cognitive deficits are found. (AMH)

ED 228 904 HE 015 708

Olson, John, Ed.
Innovation in the Science Curriculum: Classroom Knowledge and Curriculum Change.
REPORT NO.- ISBN-0-7099-1900-X; ISBN-0-89397-127-8
PUB DATE- 82
AVAILABLE FROM- Nichols Publishing Company, P.O. Box 96, New York, NY 10024 (ISBN-0-89397-127-8, $21.50); Croom Helm Ltd., 2-10 St John's Road, London SW11 (ISBN-0-7099-1900-X).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; Class Activities; *Curriculum Development; Curriculum Guides; Discussion (Teaching Technique); Educational Change; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Policy Formation; Questioning Techniques; *Science Curriculum; *Science Teachers; Teacher Attitudes; *Teacher Role; Teaching Guides
IDENTIFIERS- Canada; Case Studies in Science Education; National Science Foundation; Schools Council Integrated Science Project; Science Curriculum Improvement Study; Scotland; Scottish Integrated Science; United States

The way in which science teachers use innovation and the implications for curriculum policy making are addressed in five articles. In "Classroom Knowledge and Curriculum Change: An Introduction," John Olson proposes a humanistic framework for curricular change. Rob Walker's "The School, the Community, and the Outsider: Case Study of a Case Study," reflects on the nature of his work for the Case Studies in Science Education project and the advantages and limitations of the case method. In "The Programme, the Plans and the Activities of the Classroom: The Demands of Activity-Based Science," Edward L. Smith and Neil B. Sendelbach examine the antecedents of teacher classroom activity, including teachers' plans and the recommendations of teacher guides for the Science Curriculum Improvement Study programme. "Costs and Rewards of Innovation: Taking Account of the Teachers' Viewpoint," by Sally Brown and Donald McIntyre, considers the advantages and disadvantages of innovation, based on interviews with Scottish science teachers who were asked to implement the Scottish Integrated Science scheme. Finally, in "Dilemmas of Inquiry Teaching: How Teachers Cope," John Olson examines the concept of teachers' classroom influence as it is involved in change: implementation of the Schools Council Integrated Science Project. (SW)

ED 228 918 HE 016 078

Higher Education in Israel. Statistical Abstract 1980/81.
Council for Higher Education, Jerusalem (Israel).
PUB DATE- Aug 82
AVAILABLE FROM- Council for Higher Education, Planning and Grants Committee, P.O. Box 4037, Jerusalem, 91040 Israel.
LANGUAGE- English; Hebrew
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Budgets; *College Faculty; *College Students; Degrees (Academic); Educational Finance; Expenditures; *Foreign Countries; *Higher Education; Institutional Characteristics; Majors (Students); Student Characteristics; Tuition
IDENTIFIERS- *Israel

Statistical data on higher education in Israel for 1980-1981 and previous years are presented. The data, which concern students, faculty, degrees, institutional budgets, and campuses facilities, refer mainly to the following seven universities: Technicon-Israel Institute of Technology; Hebrew University of Jerusalem, Weizmann Institute of Science, Bar-Ilan University, Tel-Aviv University, Haifa University, and Ben-Gurion University of the Negev. Data are also presented on the Everyman's (Open) University and on other accredited institutions. Student data are presented by degree level, institution, field of study, age, sex, country of origin for Jews and non-Jews, employment and source of income. Budget data include: national expenditures on higher education by type of expenditure, ordinary budget of the universities by source of income and academic years, development of the ordinary budget of the universities along with government and Jewish agency allocations; ordinary budget of the universities by institution and sources of income, and tuition fees in universities in selected academic years. (SW)

ED 228 933　　　　　　　　　　　　HE 016 102

Freeman, Richard B.; McCarthy, Wiley
The Overeducated American in the 1980s.
National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Graduates; *Employment Opportunities; Higher Education; High School Graduates; *Income; *Labor Market; Longitudinal Studies; Occupational Surveys; *Salaries
IDENTIFIERS- *National Comm on Student Financial Assistance

The 1982 job market for college graduates and future prospects are considered and the current conditions are compared to the economic rewards of the 1970s. A moderate improvement in the relative earnings and occupational attainment of college graduates began in the mid-1970s and continued through the early 1980s, but did not equal the pre-1970's level. Paralleling a relative income drop of college graduates is a deterioration of employment opportunities for college graduates. Humanities and social science majors experienced a loss in real starting pay of 20 percent from 1969 to 1975 and 9 percent from 1975 to 1982. Accountants and general business graduates did somewhat less poorly, while chemists and mathematicians gained in the later period. Engineers fared the best from 1970 to 1975. Longitudinal comparisons of income of the same persons or cohorts indicate that both 1966-1981 and 1971-1976 college graduates experienced an improvement in their income as they aged 5 years. However, graduates appear to have had slower increases in earnings relative to high school graduates than has historically been the case. (SW)

ED 228 963 HE 016 133

Votruba, James C.
Evaluating Organizational Change Strategies for University Continuing Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; College Environment; *College Planning; *Continuing Education; Higher Education; *Institutional Characteristics; Interprofessional Relationship; *Organizational Change; Organizational Theories; Policy Formation; *Teamwork

The development of a conceptual framework for the design and management of planned institutional change for continuing education programs is described, based on a change project developed by Hanna and Pollicita. Conceptual approaches to planned change in complex organizations and the views of Havelock and Lindquist are considered. The importance of the following factors are also analyzed: organization, goals, leadership, linkage, openness, capacity, compatibility, rewards, synergy, and ownership, in designing a successful planned change strategy. Finally, a team approach for managing the planned change process that has relevance for university settings is discussed. It is suggested that the process of adapting traditional institutions to better serve the diverse learning needs of adults often involves changing individual values and attitudes as well as organizational priorities, policies, and programs. The rational planning approach, which involves research and development and the dissemination of new knowledge and practices, is considered, along with additional components of organizational change: social networks, the psychological forces that influence acceptance/rejection of a proposal, and political influences. It is suggested that a change team has the potential for generating substantial influence and expertise. (SW)

ED 229 138 PS 013 493

Nannis, Ellen D.
Children's Understanding of Feelings: A Developmental Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Age Differences; Cognitive Processes; *Comprehension; Elementary Education; *Elementary School Students; Freehand Drawing; Interpersonal Competence; Interviews; Parents; Pictorial Stimuli; Self Concept; *Sex Differences
IDENTIFIERS- *Perception of Emotion

Two modes of assessment (an interview and a drawing task) were applied to investigate first, third, and fifth graders' understanding of their own feelings and their understanding of the feelings of others, specifically those of their parents. In the interview session, each subject was asked first a set of questions about happy feelings and then the same set of questions about sad feelings. Scores for each question were composited into four variables: knowledge of feelings in the self, knowledge of feelings in the parents, understanding of the process of feelings in the self, and understanding of the process of feelings in the parents. During the drawing session, children were given two pictures. One picture showed a figure of the subject's same gender, while the other depicted a male and female figure together. Subjects were then asked to pretend the pictures were either themselves or their parents and to color with a marker where they or their parents experienced happy or sad feelings. Interviews and drawings subsequently were coded by two different raters, each naive to the research purposes. Results indicated age and sex differences in children's knowledge of feelings in the self and understanding of the processes of feelings in the self and in their parents. (MP)

ED 229 154 PS 013 511

Lundin, Janet, Ed.; Smith, Theodore, Ed.
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten.
California State Dept. of Education, Sacramento. Office of Child Development.
PUB DATE- 82
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.75, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Competency Based Education; Eating Habits; Guidelines; Kindergarten; *Kindergarten Children; *Learning Activities; Lesson Plans; *Nutrition Instruction; *Preschool Children; Preschool Education; Resource Materials; Teaching Methods
IDENTIFIERS- California; Food Selection

This curriculum guide, one of the "Nutrition Education-Choose Well, Be Well" curriculum series, is designed to help preschool and kindergarten teachers acquire the skills necessary for providing and implementing effective nutrition education. Chapter 1 of the document presents an introductory overview of the manual's objectives and organization. Chapter 2 covers the five topics identified in the Minimum Proficiency Levels for Nutrition Education in California Schools guidelines: food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. A complete and detailed description of procedures, activities, teaching strategies, and instructional materials accompanies each of these topics. Illustrations, handouts, work sheets, games, and other related materials are included in appendices A-F. (MP)

ED 229 169 PS 013 546

Blakemore, Judith E. O.
Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Childhood Interests; *Infants; *Modeling (Psychology); *Preschool Children; Preschool Education; Pretests Posttests; *Sex Differences; *Sex Role

To determine whether modeling of infant care by males would increase young boys' interest in babies, a study was conducted with up to 34 white, middle-class children who attended a university day care center and who ranged in age from 2 to 6 years. Procedures involved 3 days of pretest data collection, 4 weeks of treatment presentation, and 3 posttest observation days. Three white babies served as stimulus infants. Baseline data on children's attention to a playpen were gathered under three conditions (playpen empty, containing goldfish in a bowl, containing a baby). Modeling experiences were then implemented. A videotape showing a man caring for a baby was seen at least twice by boys over the age of 3.5. On three or four occasions, each older boy was shown a book depicting men interacting with and caring for babies. Younger boys and girls were also exposed to the videotape; however, girls and younger boys were not shown the book. To assess treatment effects, data were gathered with the playpen empty, with baby and children of all ages present, and with baby and only older children present. Results indicated that older boys' interest in a baby could be increased through modeling. (RH)

ED 228 796 EC 151 650

Pelz, Ruth, Ed.
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
Western States Technical Assistance Resource, Monmouth, Oreg.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Oct 82
CONTRACT- 300-80-0753
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Development; *Cognitive Development; *Disabilities; High Risk Persons; Infants; *Play; Psychotherapy; Symbolic Learning; *Theories; Young Children

Five papers are presented from a 1982 conference on "Developmental and Clinical Aspects of Young Children's Play." In the first paper ("Cognitive Characteristics of Young Children's Play,") S. Rogers summarizes J. Piaget's theories on developmental stages, discusses the relationship of practice play to learning, and then focuses on the role of symbolic play, with special emphasis on research regarding play of handicapped children. D. Wolf ("Play as a Mirror for Development") considers play as a reflection of the child's development, symbolic growth, and social understanding; and as an indicator of individual differences. G. Farley examines "The Use of Play in Child Psychotherapy with Severely Emotionally Disturbed Preschoolers." I. Bretherton et al. focus on group and individual differences in child's play ("The Effect of Contextual Variation on Symbolic Play: Development from 20 to 28 Months"). In the final paper, "Development of Free Play Behavior in Infancy," R. Harmon and A. Glicken review studies on the free play behavior in normal, abused/neglected, and premature infants 12-18 months old. (CL)

ED 228 844 FL 013 604

Wiley, Terrence G.; And Others
Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations.
Long Beach Dept. of Public Health, CA.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 22 Feb 83
CONTRACT- ORR-190-82-0034
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Acculturation; Adult Education; *Community Services; Curriculum Development; English (Second Language); English for Special Purposes; *Indochinese; Material Development; Needs Assessment; *Refugees; Relocation; Second Language Instruction; Social Integration; Social Services
IDENTIFIERS- *California (Long Beach)

The status of Southeast Asian refugee resettlement efforts in Long Beach, California is reported. The nearly 18,000 refugees who have settled in Long Beach since 1975 have generally become a part of the community despite initial apprehension on the part of community residents. The data were obtained through informal interviews of approximately 40 agencies, programs, and businesses in the Long Beach area. Unmet needs are identified and recommendations made in the areas of social impact on the community, housing discrimination, crime, health and emergency services, translation and communication problems, employment, job placement, welfare dependency, education, adult education, and English as second language (ESL) instruction. The demographics of refugee resettlement, the existence of private and volunteer services, and expansion of the role of Central Intake Units are described. Suggestions are made for gearing curricula toward refugee self-sufficiency, social and cultural competence, ESL instruction, acculturation skills, employment communication skills, and coping strategies. Teaching methods, needs assessment, curriculum development, and material development are also addressed. Additional data are appended. (RW)

ED 228 875   FL 013 650

Jankovic, Vojislav; And Others
European Expert Meeting on the Forms of Autodidactic Learning (Paris, France, October 16-19, 1979). Final Report and Recommendations.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
REPORT NO.- UNESCO-ED-80/WS/64
PUB DATE- Apr 80
AVAILABLE FROM- Division of Structures, Content, Methods, and Techniques of Education (ED/SCM) UNESCO, 7 Place de Fontenay, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- Adults; Educational Research; *Independent Study; Instructional Materials; Language Research; *Nontraditional Education; *Second Language Learning; *Self Directed Groups; Teaching Methods
IDENTIFIERS- UNESCO

This report has two sections: an account of the meeting on autodidaxy, or self-directed learning; and a collection of studies and papers on the subject. The first part considers the following: (1) the conceptual domain of autodidaxy; (2) the constitutive elements of autodidaxy, and the plurality of definitions attached to it; (3) aspects of autodidaxy applied to different learners; (4) autodidaxy and educational institutions; (5) the limits of audodidaxy; (6) the organization, methods, and media of the self-directed learning situation; and (7) evaluation and recognition of knowledge acquired through autodidaxy. These sections are followed by the conclusions and recommendations of the meeting. The studies deal with critical analysis of forms of autonomous learning, self evaluation, social validation of autodidaxy, and the self-education of teachers. These studies were done by P. Chaix and C. O'Neil, E. Heidt, V. Jankovic, and S. Petracek. The studies are followed by a paper on recommendations of technical consultants on the forms of autonomous and semi-autonomous learning of second languages. The report concludes with a provisional bibliography, a document giving the objectives of the meeting and the topics for consideration, and a list of participants. (AMH)

ED 228 978 IR 010 640

Wedemeyer, Dan J., Ed.

PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).

Pacific Telecommunications Council, Honolulu, HI.

PUB DATE- 81
AVAILABLE FROM- Pacific Telecommunications Council, 1110 University Avenue, Suite 303, Honolulu, HI 96826 ($25.00; price includes surface mail and handling).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developing Nations; Electronic Equipment; Futures (of Society); *Information Networks; Legal Problems; *Regional Planning; Social Influences; Standards; *Technological Advancement; *Technology Transfer; *Telecommunications
IDENTIFIERS- Distance Teaching; *Pacific Region; World Administrative Radio Conference

This 68-paper collection represents a broad mix of telecommunications issues, problems, innovations, needs and resources, from a conference organized by the Pacific Telecommunications Council, an independent, voluntary-membership organization dedicated to the beneficial development and use of telecommunications in the broad Pacific area. Papers are organized generally by topics and include the following categories: institutional barriers to users; communications networks (application, measurements, design, and development); international issues and planning; World Administrative Radio Conference (WARC) issues; Pacific Island telecommunications; future directions of telecommunications standards; user experience and perspective; public service and educational uses of telecommunications; the consumers for telecommunications services; legal issues arising from the use of international information networks; telecommunications hardware systems; technology transfer (appropriate communications systems in the Pacific and Asia); social effects of telecommunications; demand, rates and regulation issues; transmission system quality control; the information economy; and the future of Pacific telecommunications. Most of the papers are prefaced with an abstract and include references. (LMM)

ED 228 994 IR 010 666

Instructional Radio. Teacher's Guide, 1981-82.
South Carolina State Dept. of Education, Columbia.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Class Activities; *Educational Radio; Elementary Secondary Education; Instructional Materials; *Learning Activities; *Program Descriptions; Program Guides; *Programing (Broadcast); *Teaching Methods
IDENTIFIERS- South Carolina

This publication provides detailed information for teachers on 56 instructional radio broadcast offerings for South Carolina schools. In the table of contents, grade levels are suggested for each program. The guide then summarizes each program lesson briefly and suggests classroom activities related to the radio lesson. For some programs, overviews of the entire series are also included. Suggestions for related activities vary, and include ideas for use before, during, and after the broadcasts, though not all types of activities are included for all programs. For some programs, discussion questions, vocabulary, and word lists, program objectives, program concepts, and program excerpts are also provided. The description of a program on listening skills includes sample activity worksheets. (LMM)

ED 229 009 . IR 050 162

Marcus, Richard S.
Investigations of Computer-Aided Document Search Strategies.
Massachusetts Inst. of Tech., Cambridge. Laboratory for Information and Decision Systems.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Information Science and Technology.
REPORT NO.- LIDS-R-1233
PUB DATE- 1 Sep 82
GRANT- NSF-IST-80-06516
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Biomedicine; *Computer Assisted Instruction; Costs; Feasibility Studies; *Information Retrieval; *Man Machine Systems; Medicine; *Online Systems; *Reference Services; Relevance (Information Retrieval)
IDENTIFIERS- End Users; *Search Intermediaries

Controlled experiments were conducted with an enhanced experimental intermediary system, CONIT (COnnector for Networked Information Transfer), to test how effective such a system could be in assisting end users in online searching of medical and biomedical literature. A total of 16 end users, none of whom had previously operated CONIT or any of the four bibliographic retrieval systems used in the study, performed searches on 20 different topics with no assistance other than that provided by CONIT itself (except to recover from machine and software problems). The same topics were then searched by human expert intermediaries (librarians) with the end users present. Sometimes CONIT and sometimes the human expert were clearly superior in terms of such parameters as recall and search time. In general, however, end users searching alone with CONIT achieved somewhat higher online recall at the expense of longer session times. It was concluded that advanced experimental intermediary techniques are capable of providing search assistance whose effectiveness at least approximates that of human intermediaries in some contexts. Details of the enhanced CONIT system and its costs are also discussed, as well as the possibilities for even more advanced intermediary systems, including those which perform automatic database selection and simulate human experts. A 60-item bibliography is provided. (Author/ESR)

ED 229 036 IR 050 211

Geography and Map Libraries Section. Special Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Libraries; *Cartography; Cataloging; Foreign Countries; *Geography; *Information Networks; *International Organizations; Library Associations; Library Collections; Maps; Research Libraries; Satellites (Aerospace); Shared Services; Social Science Research; *Special Libraries
IDENTIFIERS- *Map Libraries

Papers on geography and map librarianship presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Geographical Canada-Research and the Network of Canada Collections in the Federal Republic of Germany" by Hermann Gunzel, which describes the history of German research in Canadian geography, the development of Canadian studies in Germany, the location and activities of German centers for research in Canadian geography, and the location and scope of Canadian collections in German libraries, with emphasis on library holdings and research activities at the University of Marburg; (2) "Remotely Sensed Imagery Information in Research Libraries: First Inter-University Network for Satellite Imagery" by Larry G. Carver (United States), which includes a brief history of satellite imagery, a description of the Landsat satellites, an explanation of the remote sensing concept, a discussion of applications of Landsat imagery data, the use of this data in libraries, the development of an inter-university network for sharing satellite imagery, and the use of the Landsat Worldwide Reference Systems (WRS) for organizing and accessing Landsat images; and (3) "The Exchange of Map MARC Tapes on an International Level: A Possibility for International Cartographic Networking?," a discussion by E. Hans van de Waal (Netherlands) of the use of International Standard Bibliographic Descriptions (ISBD) and Unimarc guidelines for the cataloging of cartographic materials and the creation of authority files at the Dutch Union Map Catalogue (DUMC). (ESR)

ED 229 079 JC 830 193

Yess, James P.

A Guide for the Systematic Review of Academic Programs.

Massasoit Community Coll., Brockton, Mass.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; College Faculty; Community Colleges; *Educational Quality; *Evaluation Criteria; Evaluation Methods; *Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Two Year Colleges

Designed as an aid for faculty and administrators, this paper presents guidelines for reviewing academic programs. After introductory material discusses standards of educational excellence and methods of assessing the quality of academic programs, the next section presents a guide for a systematic program review, setting forth a series of questions which address traditional academic concerns, other factors related to "value-added" evaluation, measurement of student services, and congruence of goals and program characteristics. These questions focus on: (1) general descriptive information about the institution, program, and methods used in program evaluation; (2) historical information about the curriculum and enrollments; (3) admission criteria, student assessment, and orientation programs; (4) faculty evaluation, salaries, development, professional achievements, and responsibilities; (5) facilities and equipment; (6) library and other learning resources; (7) affiliations and interinstitutional cooperation; (8) sources and levels of financial support; (9) self-assessment of the program's strengths, weaknesses, goals, resources, and support; (10) recommendations for changes; and (11) a plan of action to implement the recommendations. The final section presents a method of implementing the program review through a self-evaluation process and assessment by an external review team. (HB)

ED 229 201 RC 014 011

Indian Foster and Adoptive Care Manual.

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Apr 82
GRANT- 6-1-11; 90-C-2744-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption; *American Indians; *Certification; Child Caregivers; *Evaluation Methods; Family Financial Resources; Foster Care; Foster Children; *Foster Family; Planning; *Recruitment; Social Support Groups; *Training
IDENTIFIERS- Bill of Rights for Foster Children 1973

Designed to assist Indian tribes and oganizations in the recruitment, training, licensing, and evaluation of Indian foster and adoptive homes, the manual is presented in six sections. The introduction provides a definition for foster care and foster children, along with excerpts from the Bill of Rights for Foster Children. Section I discusses the recruitment of Indian foster families, including a worksheet for planning a recruitment campaign, a list of recruitment possibilities (i.e., television spots, billboards, newsletters, etc.), and an outline of recruiting Indian families into the foster care system. Section II provides a training program for the Indian foster family, and requirements for foster home licensing are outlined in Section III. The evaluation process of Indian foster homes is discussed in Section IV. Section V looks at resources to assist the Indian foster family. A 38-item bibliography on Native American foster and adoptive care concludes the manual. (ERB)

ED 228 889 FL 013 678

Shapson, Stan M.; Day, Elaine M.
Evaluation Studies of Bilingual Programs in Canada.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education Programs; Cross Cultural Training; *Cultural Exchange; Educational Research; Elementary Secondary Education; *Fles; Foreign Countries; *French; *Immersion Programs; Language Attitudes; *Longitudinal Studies; Student Attitudes
IDENTIFIERS- British Columbia (Vancouver)

A synthesis of two evaluation studies is presented. The first study describes an early immersion school-based program in the province of British Columbia conducted on a longitudinal basis from kindergarten to grade 7, and sponsored by parents to extend their children's school-based bilingual experience. The longitudinal study of the early immersion program examined the effects of the program on children's performance in English language arts and mathematics, French language skills, and attitudes toward French language and culture. Comparisons were made with students in the regular English program and with those in other types of French second language programs. The second study involves a bilingual exchange program for grade 7 early immersion students which had two aspects: a cultural-lecture component on various aspects of French-Canadian culture given during the year, and a 2-week visit to the province of Quebec during which the early immersion students studied with French speaking students and their families. The evaluation study was designed to investigate the effects of each component of the exchange program on students' knowledge of and their attitudes toward various aspects of French language and culture. (Author/AMH)

ED 229 051 IR 050 266

Siegel, Elliot R.
Online Catalog Study: Final Report.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Evaluation Criteria; Information Retrieval; Librarians; *Library Catalogs; *Online Systems; *Performance Factors; Questionnaires; Records (Forms); Statistical Analysis; Tables (Data); *User Satisfaction (Information)
IDENTIFIERS- Library Users; *National Library of Medicine MD; *Online Catalogs; User Preferences

Following the closing of the National Library of Medicine's (NLM's) card catalog, a study was performed in 1982 to specify minimally acceptable requirements and capabilities for an NLM-based online catalog system and to evaluate the technical performance and user acceptance of available systems. Two prototype online catalog systems were selected for establishment, test, and evaluation: CITE (Current Information Transfer in English), which incorporates a user-friendly front end to the CATLINE system operating on the NLM's IBM 3033 main frame; and the public catalog access module of ILS (Integrated Library System), which also utilizes the CATLINE database but operates on a dedicated Data General S230 minicomputer. Based on verification protocols, limits testing, a survey of library patrons--both users and nonusers of the online catalog--and two experiments involving searches by NLM patrons and staff, it was recommended to the NLM director that CITE/CATLINE be adopted in its present state for use by patrons and non-technical library staff, and that appropriate systems support be provided. This final report briefly describes the study background, objectives, approach, methodology, and major findings. Extensive appendices comprise performance testing results, the results of analyses on user acceptance data, sample user and nonuser questionnaires, and a list of search questions and data collector's scoring sheets used in the search experiments. (ESR)

ED 229 065 JC 830 161

Rogers, Robert H.
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
Environmental Research Inst. of Michigan, Ann Arbor.
SPONS. AGENCY- National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.
REPORT NO.- ERIM-154700-1-F
PUB DATE- Mar 82
GRANT- NAS5-26393
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Aerospace Technology; Cartography; Community Colleges; Computer Oriented Programs; *Cooperative Programs; Government School Relationship; Information Utilization; Intercollegiate Cooperation; Land Use; Postsecondary Education; Questionnaires; *Satellites (Aerospace); *School Business Relationship; *Technology Transfer; Workshops
IDENTIFIERS- *Landsat Technology

In 1979, the National Aeronautics and Space Administration (NASA) and the Environmental Research Institute of Michigan (ERIM) initiated a program to investigate methods of making Landsat (satellite imagery) technology available to private sector firms through a network comprising NASA, a university or research institute, local community colleges, and private and public organizations. The program gives local users an opportunity to obtain hands-on training in Landsat data analysis and Geographic Information System (GIS) techniques, using a desk-top, interactive Remote Analysis Station (RAS). The RAS communicates with a central computing facility and provides for the generation of land use and land suitability maps and other data products via remote command. This report on the second-year accomplishments of the Landsat technology transfer program begins by outlining the objectives and activities of Phases I and II. The next section summarizes Phase II accomplishments, including the involvement of more colleges and local users; the upgrading of the operational capabilities of RAS terminals, host software, and training materials; and the development of technology transfer programs on a self-sustaining basis. This section also specifies ERIM's role in technology transfer and reviews developments at particular colleges. The final section presents conclusions regarding the program network, private sector participants, and training materials, and offers recommendations regarding universities and research institutes, community colleges, and computer-time share companies. (HB)

ED 229 093 JC 830 219

Thomas, Wanda E.; Barker, Stephen C.
Developing a Workload Formula for High Technology Faculty.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at .." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Faculty; Community Colleges; *Faculty Workload; Mathematical Models; *Noninstructional Responsibility; *Teacher Responsibility; *Teaching Load; Two Year Colleges

A set of criteria for determining faculty workloads in light of changing roles and responsibilities is presented along with a formula that institutions can use to assess faculty workloads. After introductory material, the first section defines a workload formula as a method of determining the responsibilities a faculty member must carry out in a given term and the time needed to fulfill them. The paper then specifies the goals of a workload formula, i.e., to attain efficiency and effectiveness in the delivery of instructional programs, to determine overloads and part-time faculty salaries, and to aid in evaluating the costs of new programs, developing annual budgets, and long-range planning. Next, basic assumptions upon which a workload formula should be based are outlined, including administrative support, periodic review, and the application of a common unit of measurement. Then, issues involved in the development of a formula are addressed, such as, who should develop the formula and what responsibilities should be included. The following sections suggest steps in developing a load formula (e.g., obtain an administrative mandate, convene a group responsible for the process, and assign weights for different activities) and list factors that should be included in the formula. The bulk of the report consists of an example of the use of the proposed formula at a hypothetical college, which specifies the weights assigned to particular instructional and non-instructional activities. (HB)

ED 229 108 PS 013 440

Grant, D. R. B.; And Others
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS).
Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Child Development; *Child Rearing; *Disadvantaged; Employment Level; *Family Characteristics; Foreign Countries; *Interviews; *Parent Attitudes; Peer Relationship
IDENTIFIERS- Caribbean Islands; English Speaking

Presented in this document is the interview form used to generate information from parents participating in the Life Style Study, an investigation designed to discover and interpret the home conditions under which young children in the English-speaking Caribbean, especially the underprivileged, are nurtured. The interview consists of seven sections seeking information about family characteristics (number of children, marital status, educational level, and so on), employment, home conditions and family interactions, amount of time children interact with their peers, parent attitudes toward general childrearing practices, child development, and the interviewer's observations of the home. (MP)

ED 229 123 PS 013 478

Gordon, Tom; Draper, Thomas W.
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Caregivers; Females; *Males; Projective Measures; *Sex Bias; *Student Attitudes
IDENTIFIERS- *Occupational Segregation

To explore the issue of prejudice against male participation in child care professions, a study was conducted with 13 female students in the process of completing 2-year associate degrees in child care. Subjects responded to a projective measure on which they were asked to inspect a list of nine personal "deficiencies" and rate, on a seven-point Likert scale, how important each might be in negatively judging child care workers of both sexes. Subjects were randomly assigned to a male/female or a female/male sequence of consideration. The nine deficiencies included laziness, low intelligence, emotional instability, homosexuality, fear of competition, lack of social skills, physical weakness, inability to do other types of work, and dependent personality. Results of statistical analyses indicated prospective teachers were significantly more concerned about emotional stability than about fear of competition. Strong individual differences in how subjects viewed child care workers were found. On two of the deficiencies, homosexuality and laziness, subjects indicated that there would be greater concern about male than female child care workers. It was concluded that results support the view that males in child care face prejudices from coworkers--prejudices similar to those encountered by males employed in other traditionally female-dominated occupations. (RH)

ED 229 185 RC 013 984

Fogarty, M. F.
The Queensland Itinerant Teacher Service 1901-1930
North Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). Dept. of Teacher Education.
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Journal Articles (080)
DESCRIPTIONS- Correspondence Study; *Educational History; Elementary Education; Foreign Countries; *Itinerant Teachers; Rural Areas; *Small Schools; *Social History; State Programs
IDENTIFIERS- Australia (Queensland); *Isolation (Geographic); *Queensland Itinerant Teacher Service (Australia)

The historical review outlines the activities of the Queensland Itinerant Service from 1901-1930. The report begins with an account of the Service's first traveling teacher, Mr. Johnson, who in his first year of duty visited 103 homesteads that housed 113 families having 319 children of school age; of its peak period in 1921 when there were 18 teachers; and of its decline as correspondence schools began to replace itinerant teachers. Additional sections cover: mode of operation, modes of transport and equipment carried, quality of the men, physical hardships, a profile of the parents, satisfying the educational desires of outback parents, effectiveness of the service, indirect influences, and the Primary Correspondence School. (AH)

ED 228 810 EC 151 668

Brown, Ruth Wharton
Community Advisory Committee Guidelines. Volume I.
California State Dept. of Education, Sacramento. Special Education Resource Network.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.; California State Univ. Foundation, Los Angeles.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advisory Committees; *Community Organizations; Community Resources; *Disabilities; *Program Development; Role Perception; *Special Education
IDENTIFIERS- California Special Education Resource Network

The guidelines discuss ways to organize effective Community Advisory Committees (CACs) as required by California special education legislation. The CAC, it is explained, is composed of parents, handicapped pupils or adults, professionals, and interested citizens. Six functions are outlined, and potential effects on the district and the parent/child are listed. Suggestions for organizing the CAC touch on recruitment, selection of officers, development of goals, and planning of meetings. Roles of facilitators, recorders, group members, and managers/chairpersons are examined. Tips on effective communication (including media relations) are included. The guidelines conclude with a list of resource staff (members of the Special Education Resource Network) and several suggested activities for getting acquainted and beginning discussion. (CL)

ED 228 828 EC 151 686

Ysseldyke, James E.; And Others
Generalizations from Five Years of Research on Assessment and Decision Making.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-100
PUB DATE- Nov 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Decision Making; Elementary Secondary Education; Eligibility; *Evaluation Methods; *Learning Disabilities; Program Evaluation; *Referral; *Student Evaluation

Five years of research findings on assessment and decision making for learning disabled (LD) students are summarized through 14 generalizations. the generalizations deal with five issues: which students to refer for psychoeducational evaluation; which students to declare eligible for LD services; how to plan specific instructional interventions for individuals; how to evaluate the extent to which pupils are profiting from instruction; and how to evaluate the effectiveness of particular instructional programs. Data supporting each generalization are described briefly. Among implications are the needs to consider alternative approaches, to adopt an ecological model of students' learning and behavioral problems in educational settings, and to spend more time and resources in teaching and instructing rather than in testing and labeling. (Author/CL)

ED 228 860 FL 013 631

Cummins, Jim; And Others
Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report.
InterAmerica Research Associates, Rosslyn, Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- 400-79-0042
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Abstract Reasoning; *Academic Achievement; Bilingual Education; Concept Formation; Elementary Secondary Education; Generalization; *Immigrants; *Language Processing; *Language Proficiency; *Second Language Learning; Vietnamese People
IDENTIFIERS- Japanese People

A study was designed to investigate the nature of language proficiency and its cross-lingual dimensions. The focus of the study was on the interdependence hypothesis, that older immigrant students whose first language (L1) cognitive/academic proficiency is better developed on arrival in Canada will acquire English cognitive/academic skills more rapidly than younger immigrant students. The sample was comprised of Japanese children attending grades 2, 3, 5, and 7 of the School of Supplementary Japanese Studies in Toronto and of 45 recently arrived Vietnamese students between the ages of 9 and 17 years. Group and individual testing was done in both native language and English. Results are described separately for Japanese and Vietnamese studies. Data analyses supported the hypothesis that L1 cognitive/academic proficiency would account for a highly significant proportion of variance in second language (L2) proficiency. The data suggest that younger immigrant children tend to replace L1 as they acquire L2, whereas older children tend to add L2. With regard to the nature of language proficiency, findings suggest that L1 and L2 interactional style are interdependent because both are manifestations of personality attributes of the individual and of the same underlying cognitive/proficiency. (AMH)

ED 228 919 HE 016 079

Hughes, Gail
Practical Procedures for Internationalizing an Academic Unit.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers; "Papers Presented at..." (150)
DESCRIPTIONS- *College Programs; *Educational Objectives; Educational Planning; Higher Education; *Intercultural Programs; *International Education; Learning Activities; Needs Assessment; *Program Development; Program Evaluation; Teacher Role; World Affairs

Procedures for internationalizing a college academic unit are examined. The approach centers around eight key steps in organizational development: developing organizational support groups; assessing the international/intercultural needs of the organization; making maximum use of existing strengths and international resources; developing programs and services to address weak areas; obtaining money and other resources to implement international programs and services; evaluating the effectiveness of the programs and services; and infusing an international perspective into existing programs and courses. Establishing a faculty committee on international/intercultural education is important in order to provide participants "committee work" credit. The committee needs to formulate its role and objectives and to identify the needs and interests of the target audiences, which can be used to plan programs, activities, and services. In addition, a programs and services blueprint should be prepared for each audience. For each goal, a summary should be written of what was attempted, the extent to which the goal was achieved, and evidence supporting the conclusions, along with recommendations for the next academic year. (SW)

ED 228 934 HE 016 103

Frances, Carol

Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980.

National Commission on Student Financial Assistance, Washington, DC.

PUB DATE- 22 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Aspiration; *Age; Black Students; *College Attendance; College Students; Comparative Analysis; *Enrollment Trends; Females; Higher Education; *Income; Low Income Groups; Males; *Race; *Sex; Tuition; Whites
IDENTIFIERS- *National Comm on Student Financial Assistance

Data on the income, race, sex, and age of college students from 1970 to 1980 are presented, and policy implications of the trends are considered. The most significant finding is that the college-going rates for full-time students from the lowest incomes (under $5,000) increased measurably (9.5 percent in 1974 to 14.3 percent in 1980). The college-going rate of black students was equal to or greater than the rate of white students, at every income level except the highest ($25,000 and over). The overall college-going rate of black students of 24 percent in 1980 was only two-thirds the rate of white students of 36 percent, and was due to the substantially larger share of black families with lower incomes. Over the decade, the college-going rates of men declined while the rates for women increased. Finally, college-going rates differed substantially by age with the peak participation at ages 18 to 19. It is suggested that student financial aid may have been a significant factor in increasing educational opportunity of low income students. Appended materials include data on: total college enrollment by full- and part-time status, sex, and control of institution, patterns of enrollment by tuition level, and changes in college-going expectations. (SW)

ED 228 949 HE 016 118

Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Banking; *Capital; Educational Finance; Federal Programs; Financial Services; *Interest (Finance); *Loan Repayment; Postsecondary Education; Program Administration; *Public Policy; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

Proposals for the amendment or elimination of the in-school interest subsidy for the Guaranteed Student Loan (GSL) program were evaluated. The proposals were assessed in terms of their effects on the administrative and operational aspects of the GSL program, the availability of loan capital, and their impact on borrowers' ability to meet their repayment obligations. The proposals fall into four categories: borrower paying of interest while in school; accrual and deferral of in-school interest; immediate payment of in-school interest through additional borrowing (Domenici plan); and recapture, during the repayment period, of the federal in-school interest payment from the borrower (Metzenbaum proposal). It was concluded that the elimination of the in-school interest subsidy would seriously erode the capital supply for the GSL program. Experiences of various states with nonsubsidized loan programs indicate that students will have great difficulty in meeting interest payment obligations during their in-school years. It is recommended that the GSL in-school interest subsidy be retained in its current form. The basic data source for the analysis is described, as are previous studies on student loan defaults (Cresap Study, Kuch Report, and the Educational Policy Research Institute Model Report). (SW)

ED 228 964 HE 016 134

Annis, Linda Ferrill
The Processes and Effects of Peer Tutoring.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *College Students; Educational Research; Higher Education; *Learning Theories; *Peer Teaching; *Tutoring

The classroom effects of five peer tutoring situations were compared with 130 female sophomores enrolled in a history course at a midwestern university. Students read a 1525-word article and were assigned to one of the following conditions: reading an assignment to take a test, reading as if the material were going to be taught to a tutee but not actually teaching, reading in preparation for teaching the materials followed by actually teaching a tutee, being taught the material by a tutor, and reading the material followed by being taught by a tutor. Students were then administered Bloom's Taxonomy to determine the effects of various aspects of tutoring and being tutored on content-specific and generalized cognitive gains. Results indicated that tutoring compared to being tutored resulted in significantly greater gains in content-specific and cognitive scores. In addition, students who prepared to teach and then taught generally scored higher than students who prepared only, indicating the importance of the actual teaching process for learning. The findings are discussed in terms of a three-step model of verbal learning that involves paying attention to the material that is to be learned, encoding it in a personally meaningful way, and associating it with what is already known. (SW)

ED 229 023 IR 050 177

Siman, Bliss B.; Rothstein, Pauline M.
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Advertising; Annotated Bibliographies; Card Catalogs; Check Lists; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and utilize books, indexes, abstracts, periodical articles, and other printed reference sources in search for published information which can be used to develop an advertising campaign for a specific product. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor, these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, and Predicasts' "F&S Index." Also included are transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research in advertising and an exercise in advertising research conclude the instruction packet. (ESR)

ED 229 139 PS 013 494

Reifel, Stuart; Garza, Margaret
Child Care as Script: Children's Descriptions of Daily Experiences.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Cognitive Ability; *Day Care; Early Childhood Education; *Preschool Children; *Recall (Psychology); *Verbal Communication
IDENTIFIERS- Scripts (Knowledge Structures)

Children's knowledge of daily events in full-day child care was assessed. Interviews with 14 children produced spontaneous narratives that revealed script-like knowledge of the child care day, including events such as indoor play, outdoor play, breakfast, lunch, nap, and snack. Younger children reported a smaller number of events in their narratives. All children reported more events when provided with probes about expected events, and language forms used by children reflected a sense of regular, ongoing activity. Findings were seen to relate to the project of documenting child care experience from the perspective of participating children. (Author/RH)

ED 229 155 PS 013 512

Lundin, Janet, Ed.; Smith, Theodore, Ed.
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades.

California State Dept. of Education, Sacramento. Office of Child Development.
PUB DATE- 82
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.75, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Competency Based Education; Eating Habits; Elementary Education; *Elementary School Students; Grade 1; Grade 2; Grade 3; Guidelines; *Learning Activities; Lesson Plans; *Nutrition Instruction; Resource Materials; Teaching Methods
IDENTIFIERS- California; Food Selection

To be used in conjunction with the "Nutrition Education-Choose Well, Be Well" curriculum series, this curriculum guide is designed to help teachers in primary grades acquire the skills necessary to provide and implement effective nutrition education. The document is based on the goals set forth in the Health Instruction Framework for California Public Schools and on the topics identified in the publication entitled "Minimum Proficiency Levels for Nutrition Education in California Schools." Chapter 1 provides introductory information about the manual's objectives and organization, while chapters 2, 3, and 4 cover the five topics identified in the California nutrition education proficiency guidelines. The topics include the following categories: food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. For each of these topics, minimum proficiency levels for students in grades 1 through 3 are indicated and specific lessons, teaching strategies, and activities are suggested for achieving these proficiencies. Illustrations, work sheets, games, handouts, and other related materials are included in appendices A-F. (MP)

ED 229 170   PS 013 549

Nieman, Ronald H.; Gastright, Joseph F.

A Comparison of the Outcomes of Three Early Childhood Programs Based upon Developmental Sequencing.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Conventional Instruction; Curriculum Evaluation; *Developmental Programs; *Preschool Curriculum; Preschool Education; *Program Effectiveness
IDENTIFIERS- Project Head Start

The purpose of this study was to compare cognitive effects of two developmentally sequenced preschool curricula with outcomes of a traditional eclectic preschool curriculum. Specifically, pretest and posttest scores for children taught with the Brigance Diagnostic Inventory of Early Development and the Portage Guide to Early Education were compared with scores for children taught with the First School Experiences Program. The Cooperative Preschool Inventory was used for assessment. The study was conducted with children enrolled in Title I prekindergarten and Head Start classes in Cincinnati during 1981-82. Four prekindergarten teachers were assigned to each of the three comparison groups. Of approximately 380 children initially enrolled in the 24 participating classes, 320 remained for the posttest. Results indicated children in the Portage classes made less progress than children in either the Brigance or control classes. Since student record management problems were noted by all eight teachers in the experimental classes, it is possible that detailed assessment and record keeping demands interfered with instructional time. It was concluded that careful evaluation should accompany any major shift in curriculum so that effects can be identified early. (RH)

Damen, Louise
Reading, Writing, and Culture Shock.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cultural Awareness; *Cultural Differences; Culture Conflict; Elementary Secondary Education; *Emotional Response; *English (Second Language); *Ethnocentrism; Foreign Culture; Higher Education; Language Teachers; Psychological Patterns; Reading Assignments; Second Language Learning; Teacher Role; *Writing (Composition)

Considerations for identifying the stages of cultural learning of individual students of English as a second language (ESL) are discussed. It is suggested that culture shock, or the shock of the new, is a common experience for those learning a second language in a second culture, and that anger, unhappiness, frustration, and even illness may occur. The ESL teacher needs to be aware of the stages of cultural learning of each student in order to give assistance in advancing from anger to adjustment and mastering the language. Carefully constructed reading and writing episodes can assist the learner in coping with particularly difficult periods of change and can offer a means of communication to those who cannot or will not use the vocal channel. This approach is based on the thesis that the act of describing opinions, emotions, and reactions requires a reassessment of these states on the part of the writer. Reading and writing topics that encourage the investigation of cultural similarities and differences, often provide a framework for discussion of personal reflection and ultimately cultural learning. Writing samples of ESL students are provided, and the following steps for the ESL teacher are discussed: (1) bring the students' ethnocentrism to the conscious level and examine native cultural patterns; (2) understand the target cultural characteristics and patterns; (3) assess the cultural chasm which lies between; and (4) build a personal cultural bridge across that chasm. (SW)

ED 228 905 HE 015 903

Beasley, V. J.

The Development of a Tutor Programme in a University Hall of Residence--A Case Study.

Flinders Univ. of South Australia, Bedford Park (Australia).

REPORT NO.- ISBN-0-7258-0209-X
PUB DATE- Oct 82
AVAILABLE FROM- The Flinders University of South Australia, Bedford Park, 5042, South Australia ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Dormitories; Foreign Countries; Guidelines; Helping Relationship; Higher Education; *Needs Assessment; On Campus Students; *Participative Decision Making; *Peer Influence; Program Improvement; Research Methodology; *Resident Assistants; *Tutoring; Tutors
IDENTIFIERS- *Flinders University of South Australia

The tutor system within a university hall of residence at Flinders University of South Australia and a method of inquiry used to study the system are examined. Interviews with residence hall tutors revealed four concerns: the need for guidelines, the nature of academic tutoring, pastoral care and its implications, and communication channels within the residence hall. Transcripts of the interviews were distributed to participants and group meetings with tutors and others were held to discuss possible solutions to problems and to develop action plans. Throughout these meetings there were valuable discussions but no clear plan of action emerged. Tutors were again interviewed individually and a report was prepared based on their perceptions of the tutoring system. Meetings were also held to discuss the draft guidelines for tutors. The interview questions and responses and transcriptions of meetings are presented, along with the guidelines. The discussions cover the various roles of the tutor, including academic tutoring, one-to-one tutoring, group tutoring, social activities in the hall, pastoral care, supervision, and administrative responsibilities. Views on the action research model that was followed are also included. (SW)

ED 228 979 IR 010 642

Pearl, David, Ed; And Others
Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Affective Behavior; Aggression; Cognitive Processes; Family Life; Literature Reviews; *Public Health; Social Attitudes; *Social Behavior; *Socialization; *Television Research; *Television Viewing; Violence
IDENTIFIERS- Surgeon Generals Report on Television Violence

This volume and its companion offer an update and elaboration of information presented in the 1972 Report of the Surgeon General's Advisory Committee on Television and Behavior. This volume largely incorporates edited versions of commissioned integrative reviews of the scientific literature of the past decade which were used in the formulation of the update, together with introductory comments for each topic area. The 24 papers presented address such issues as cognitive and affective aspects of television viewing; violence and aggression; social beliefs and social behavior; television in social relations; television and health; and television in American society. Although much of the research has been conducted with child and adolescent subjects, the new report is not limited to influences of the medium on this age group. Within this broadened context, the orientation of the report is to elucidate research findings and their implications for public health and future research. Individual papers include data tables and reference lists. (LMM)

ED 228 995 IR 010 668

ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.

South Carolina State Dept. of Education, Columbia.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Basic Skills; *Behavioral Objectives; *Educational Radio; *Educational Television; Elementary Secondary Education; Instructional Materials; *Media Selection; Program Descriptions; Program Guides
IDENTIFIERS- *South Carolina

This guide lists 143 instructional television (ITV) series and 56 instructional radio series approved by the South Carolina State Board of Education as instructional resources. It is designed for use by South Carolina superintendents, district directors of instruction, curriculum writers, principals, and teachers in identifying ITV and radio resources which will aid their schools in meeting (1) specific instructional requirements of the Defined Minimum Program; (2) the continuing objectives of the Basic Skills Assessment Program; and (3) curriculum needs identified by Department of Education curriculum consultants as being of significant concern in South Carolina Schools. Programs are listed by subject areas, with level, curriculum need, series (grade level), and comments related to the Defined Minimum Program, basic skills, and objectives. Both ITV and radio programs are listed for the topics of language arts, foreign language, mathematics, natural science, social studies, music, health and safety, guidance, education for the handicapped, and substance abuse. Additional ITV programs are listed for environmental studies, drama and dance, art, fine arts, physical education, health, driver education, and career and vocational education. Reference tables include Basic Skills continuing objectives in communications. (LMM)

ED 229 010 IR 050 163

Donegan, Patricia Morris
The Library and the Independent Adult Learner: An Annotated Bibliography.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adult Education; *Adult Learning; Adult Programs; *Adult Students; Annotated Bibliographies; *Continuing Education; Library Services; *Lifelong Learning; *Public Libraries

Based on bibliographies in Arthur Chickering's "The Modern American College," a search in the ERIC database, a manual search in "Library Literature," and additional sources, this annotated bibliography presents 57 items on the evolving relationship between the independent adult learner and the public library. These sources of information examine the independent adult learner, specific library programs for the adult learner, and the role of the librarian as a learning consultant. Included are books, manuals, journal articles, dissertations, and ERIC documents. A brief introductory essay is also provided. (ESR)

ED 229 037 IR 050 212

Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cataloging; Computer Programs; Interlibrary Loans; *International Organizations; Library Acquisition; Library Associations; Library Automation; *Library Networks; *Medical Libraries; *Shared Services; Union Catalogs; *Videodisc Recordings
IDENTIFIERS- *Biomedical Information Services; Book Exchange; Electronic Publishing

These two papers on the subjects of videodisc technology and medical library networking were presented at the 1982 International Federation of Library Associations (IFLA) conference. The first, "Videodisc Technology and Applications" by Earl Henderson (United States), examines the videodisc player and the premastering (five-function process: image capture, processing, signal encoding, assembly, and simulation) of audiovisual material to produce an interactive audiovisual videodisc with entertainment, educational, and electronic publishing applications. Also included is an overview of different videodisc systems and their mutual interchangeability. Both software development and the audiovisual production process are covered. The second, "The Medical Library Center of New York MLCNY : An Independent, Privately-Funded Network" by William D. Walker, describes the establishment of the center as a pioneer in biomedical information networking, and its membership structure and financing. Also described are MLCNY programs and services involving interlibrary lending; serials exchange; cooperative acquisitions and cataloging; automated serials control; and the production of union lists of medical serials, monographs, and nonprint items. The paper concludes with a discussion of the reason for MLCNY's success. (ESR)

ED 229 080 JC 830 195

Alston, Jerry G.
Mainstreaming the Hearing Impaired.
PUB DATE- 20 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Ancillary School Services; College Environment; Community Colleges; *Hearing Impairments; Inservice Teacher Education; Interpreters; *Mainstreaming; Program Costs; *Program Development; Special Education; *Student College Relationship; Student Personnel Services; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Lee College TX

In 1969, a federally funded program was instituted at Lee College to provide comprehensive educational opportunities for the hearing impaired. The program offers both academic and technical-occupational training, attendant counseling services in personal and social adjustment, housing assistance, and empathetic and cooperative instructors. Its major purpose is to mainstream the hearing impaired student into the hearing world, where his/her capabilities can be more fully developed and utilized. Lee College's 12 years of experience with serving the hearing impaired suggest the following guidelines for institutions interested in creating a similar program: (1) adequate financing should be obtained to cover the costs of interpreters, notetakers, tutors, and instructional visual aids; (2) recruiting efforts must entail the establishment of close working relationships with schools for the deaf and state rehabilitation agencies; (3) program administration will differ little from other programs, though the hiring, training, and assignment of interpreters will require special attention; (4) instructional facilities will not differ markedly from other programs, and little capital outlay will be necessary; (5) support services, including counseling, notetaking, tutoring, special interpretation services, and remedial studies, will be essential; and (6) a structured process of deaf awareness should be used to prepare faculty, support personnel, and the campus community for the influx of hearing impaired students. (HB)

ED 229 109 PS 013 443

Porter, Robin

In Pursuit of the Elusive Elixir: Predictors of First Grade Reading.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Early Experience; *Elementary School Students; Family Environment; Grade 1; Kindergarten; Outcomes of Education; *Predictor Variables; Primary Education; *Reading Achievement; *Sex Differences; *Social Class

Multivariate sets of predictor variables including both cognitive and social variables, different types of preschool experiences, and family environment variables were used to predict the first-grade reading achievement of 144 first-grade boys and girls. Measures for the predictor variables had been taken at school entry and at the end of the kindergarten year. Using multiple regression and commonality analysis, results on the Standard Reading Test Number 1 (Daniels and Diack, 1970) indicated that, although complex multiple interactions among variables were related to reading achievement, the strongest predictors of reading ability were sex and social class. Thus, support was given to the traditionally held notion that it is children from the middle class, and girls in particular, who are the better readers. (Author/MP)

ED 229 186 RC 013 994

Babayan, Anita, Comp.
High School Equivalency Program--Washington State University. 1981-82 Annual Report.
PUB DATE- 20 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; American Indians; Annual Reports; *High School Equivalency Programs; Hispanic Americans; *Migrant Youth; *Participant Satisfaction; Program Administration; *Program Effectiveness; *Program Improvement; Questionnaires; Secondary Education; Student Attitudes; Student Characteristics; Student Placement; Student Recruitment; White Students
IDENTIFIERS- *Washington State University

Two kinds of evaluation measures assessed the effectiveness of the 1981-82 Washington State University High School Equivalency Program (WSU-HEP). Discrepancy evaluation measures outlined in the WSU program proposal were employed by the staff in documenting the degree to which the program met its stated goals which were clustered around four program components--recruitment, instruction, counseling, and placement. An external evaluator surveyed students (who were either seasonal or migrant farm workers) and teachers regarding their satisfaction with the program's effectiveness in six areas: instruction, recruitment, placement, counseling, residence living, and administration. Open-ended responses were also collected from students and staff to assess the program's effectiveness in three other critical areas: the communication/human relations functions, the collaborative decision-making processes, and the ability to make program adjustments in response to student and staff needs. The evaluations indicated a high degree of satisfaction with all the components. This report documents the program's effectiveness in meeting its stated objectives, provides the external evaluation of the program's overall effectiveness, and provides the recommendations based on the data received from the evaluations for program improvement. Appended are copies of the evaluation instruments used, the evaluative comments and recommendations of the HEP students, the memorandum summarizing the external evaluator's evaluation, and the student profile information data. (NQA)

ED 229 202 RC 014 018

Norwood, Frank W.

Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary .

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 80

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTIONS- Delivery Systems; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Needs Assessment; *Rural Schools; *Small Schools; Technological Advancement; Technology Transfer; *Telecommunications

To explore the issue of communications technology and its impact on the rural school, the National Institute of Education (NIE) convened a 2-day workshop, bringing together 16 participants whose combined expertise and collective experience encompassed rural education and a variety of communications technologies and their applications. The primary goal was to provide NIE with advice on how it can improve the effectiveness and efficiency of the delivery of educational services to rural learners. This report of the meetings provides an overview of the three papers commissioned and distributed to the participants prior to the meetings, excerpts from oral reports, and summaries of the activities of the three work groups during the meeting. (AH)

ED 228 797 EC 151 651

Dalrymple, Nancy Justin; Rans, Christine Zang
Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
Indiana Univ., Bloomington. Developmental Training Center.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 79
CONTRACT- 300-77-0422
AVAILABLE FROM- Developmental Training Center, 2853 East Tenth St., Bloomington, IN 47405 ($2.30, includes postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Autism; *Behavior Modification; Behavior Problems; *Classroom Techniques; Contingency Management; Discipline; *Emotional Disturbances; *Reinforcement

The manual provides information on practical ways for managing the behavior of emotionally disturbed and autistic children. The importance of routine and structure as well as of caring is emphasized in a chapter on building an atmosphere for learning. Assessment is seen to begin with teachers evaluating their own attitudes about behavior and then proceeding to determine which of the child's behaviors should be decreased and which increased. Management techniques are considered in terms of communication pointers (such as avoiding threats and being as neutral as possible when giving directions), positive reinforcement, negative reinforcement (including time out) and natural consequences (including cuing and modeling). (CL)

ED 228 845 FL 013 605

Cervantes, Robert A.; Duran, Sara
Glossary of Bilingual Education Terms.
California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Bilingual Education; Definitions; Elementary Secondary Education; Glossaries; Second Language Instruction; Thesauri

A glossary of bilingual education terms provides definitions of approximately 160 commonly used concepts in an attempt to standardize their usage. The major terms are organized alphabetically with related or subordinate terms listed under the major concepts. The glossary is designed for California bilingual educators in order to provide them with operational definitions of terms which appear in legislation, regulations, guidelines, and other documents related to bilingual education. For more precise term definitions, readers are referred to the appended bibliography. (RW)

ED 229 140 PS 013 497

Herring, Deborah Jean Glisan

Early Childhood Education: A Handbook for Program Development in a Day Nursery.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Day Care; Early Childhood Education; Health; Infants; *Nursery Schools; *Program Administration; *Program Development; Safety; School Personnel; *School Responsibility; *State Standards
IDENTIFIERS- *Indiana; Infant Care; Toddlers

The purpose of this course project was to produce a handbook on day nursery program development for children from 6 weeks through 71 months of age residing in the State of Indiana. Intended for early childhood teachers and program directors the handbook includes Indiana State licensing rules and regulations mandated by the Indiana Department of Public Welfare that cover most aspects of program operations. Program, health and safety, and infant and toddler care rules and regulations are specified. Also provided is a list of board policies governing the board of directors, the director, staff, and parents. Administrative procedures subsequently described are those which are the specific responsibility of the board of directors and center personnel as well as general operating procedures. Appended are preadmission, teacher evaluation, and volunteer application forms. (RH)

ED 228 829 EC 151 687

Algozzine, Bob; And Others
An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-103
PUB DATE- Dec 82
CONTRACT- 300-80-0622

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Incidence; *Special Education; *Student Placement

Incidence figures for special education placement in a sample of 94 U.S. school districts were calculated. During the 1977-78, 1978-79, and 1979-80 school years, about 5% of the students were referred and evaluated; 3% were placed in special education programs. Wide variation was evident in the incidence figures for individual school districts, with some reporting placement incidence as high as 21% of the school population. The results are viewed as evidence of a need for proactive thinking in special education with regard to a reasonable rate of growth relative to the likelihood of continued reductions in financial support. (Author)

ED 228 890 FL 013 679

Clarke, Mark A. Ed.; Handscombe, Jean, Ed.
On TESOL '82. Pacific Perspectives on Language Learning and Teaching.
Teachers of English to Speakers of Other Languages.
PUB DATE- 83
AVAILABLE FROM- TESOL, 202 D.C. Transit Building, Georgetown University, Washington, DC 20057 ($11.50 non-members; $10 members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingualism; Classroom Techniques; Communicative Competence (Languages); Cultural Influences; Curriculum Design; Educational Policy; *English (Second Language); Instructional Materials; *Language Planning; Material Development; *Second Language Instruction; Student Characteristics; *Teaching Methods

A selection of the ideas presented at the 1982 TESOL convention is presented. The volume is divided into four sections: (1) Policy and Planning, (2) Challenging Assumptions, (3) Conditions for Learning, and (4) In--or out of--the Classroom. Part I provides five perspectives on varieties of English, the relationship between English and other national languages, and the governmental and institutional action required to implement language policy. Part II is comprised of six papers that challenge basic assumptions held by language teachers and researchers, while providing other assumptions to be challenged in turn. The third part consists of five papers that examine the nature of language learning, learners' characteristics, supportive environment, and differences between first and second language patterns of interaction. The final section contains 10 papers dealing with the organization of the learning experience at the level of program/curriculum planning, classroom management, and materials development. (Author/AMH)

ED 229 052 IR 050 346

Ostrow, Rona; Rothstein, Pauline M.
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages 011.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Business; Card Catalogs; Check Lists; Higher Education; Industry; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; *Marketing; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information on issues and problems in marketing and information about specific companies and industries. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Business Periodicals Index," and Predicasts' "F&S Index." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research in marketing and a marketing research exercise conclude the instruction packet. (ESR)

ED 229 094 JC 830 222

Spring Enrollment Report: University of Hawaii, Community Colleges, Spring 1983 (As of March 10, 1983).

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

REPORT NO.- MIF-28
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Age; Community Colleges; Credit Courses; *Enrollment Trends; Females; Full Time Students; Liberal Arts; Majors (Students); Males; Part Time Students; State Colleges; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Hawaii

Data are presented on a series of tables summarizing enrollment trends and the personal characteristics of the 21,391 regular students enrolled in credit programs at the Hawaii community colleges during spring 1982. The tables cover: (1) headcount enrollment in regular credit and special programs; (2) headcount and full-time equivalent enrollment by campus for the years 1975-76 through 1982-83; (3) selected student characteristics (i.e., sex, educational objectives, major, attendance status, semester hours taken, residence, tuition status, age, citizenship, and registration status); (4) student profiles in terms of these characteristics for fall 1980 through spring 1983; and (5) distribution of majors by campus. The data provided indicate, among other findings, that the regularly enrolled students constituted 80% of the total spring 1982 enrollment. The average student semester hours taken decreased from 9.5 in spring 1982 to 9.3 in spring 1983, which may be attributed to the increasing proportion of part-time students. Average semester hours taken by full-time students had held steady at 13.8 for seven semesters. Demographic data reveal that the median age of the students was 22.6 years, 50.5% of the students were male, and 76.7% were pursuing an associate degree. General and pre-professional majors comprised 39% of the enrollment, while vocational education majors made up another 46%. (DAB)

ED 229 124 PS 013 479

Rogoff, Barbara; And Others
Interaction with Babies as Guidance in Development.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; Behavior Patterns; *Child Development; *Child Role; *Infants; Interaction; *Learning Experience; Social Development; *Socialization
IDENTIFIERS- *Adult Child Relationship; Informal Learning; Social Interaction

It is argued in this paper that, while newborn infants are ignorant of the the life-ways of the society into which they are born, by age 3 children have become socialized participants of their culture. It is the thesis of the discussion that the rapid development of babies into participants of society is accomplished through a finely tuned combination of the infant's skills and the guidance of more experienced people. First discussed are some of the ways infants quickly pick up great amounts of information regarding the workings of the new environment. Described next are some characteristics of adult/infant interaction that are regarded as well suited to the gradual immersion of infants in the skills and beliefs of the society. Finally, using data from 10 observations of adults interacting with one of two babies during play with a jack-in-a-box, the paper illustrates the argument that infant skills and adult/infant interactional strategies together produce development. (MP)

ED 229 171 PS 013 550

Rosenwasser, Shirley Miller; And Others
Children's Perceptions of the Elderly.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aging (Individuals); *Childhood Attitudes; *Older Adults; *Preschool Children; *Serial Ordering; *Social Experience

A study was made primarily to investigate attitudes of preschool children toward older and younger people. In addition, the age discrimination ability of preschool children was assessed, and the possible relationship of this ability to performance on a seriation task was explored. Quantity and quality of each child's contact with adults over 60 years of age was also measured. A total of 47 children 3 to 5 years of age attending a private school participated. Subjects were individually shown four sets of photographs and asked nine attitude questions, such as "Which person would you want to read you a story?" Age discrimination ability was assessed by children's responses to pictures of models from a catalog, seriation was investigated with sticks of varied length, and contact with elderly adults was determined by a questionnaire sent home to parents. The sign test was used to examine the significance of the direction of eight of the nine questions in which children were more likely to select younger rather than older persons. Ability to correctly order pictures by age was significantly related to performance on the seriation ordering task. Correlations between quality and quantity of contact and choice of older adults on attitudinal questions tended to be negative. (Author/RH)

ED 228 811 EC 151 669

Community Advisory Committee Guidelines. Volume II: Appendices.
California State Dept. of Education, Sacramento. Special Education Resource Network.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.; California State Univ. Foundation, Los Angeles.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Advisory Committees; Child Advocacy; *Community Organizations; *Disabilities; Elementary Secondary Education; Parent Associations; Parent Education; *Parent Role; *Parent School Relationship; *Parent Workshops; *Public Relations; Special Education
IDENTIFIERS- *California Special Education Resource Network

Materials have been assembled in these appendices to provide practical help to Community Advisory Committees (groups composed of parents, handicapped pupils or adults, professionals, and interested citizens). Materials are grouped under the following headings: (1) Legislative Fact Sheets, (2) Parent Handbooks and Pamphlets, (3) Newsletters, (4) Publicity Tips, (5) Planning Workshops and Conferences. (WTB)

ED 228 846 FL 013 608

Youssef, Anga A.; Nickson, Marie S.
Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Education Programs; Class Activities; *Cultural Awareness; Elementary Education; Ethnicity; Grade 4; *Learning Activities; *Multicultural Education; *Social Studies; Units of Study

Educational programs are needed to satisfy the multicultural needs of the children in schools today. Multicultural programs are a particular need in bilingual education programs. As one attempt to meet these needs, a supplementary social studies unit was developed for use in grade 4 as a tool to study the cultural roots of the children involved. The goal of the unit is to foster multicultural understanding among students and staff. It is a basic unit for the study of any country. The students do the work in English in the classroom and do the same work at home in their native language with parents or grandparents. Each section of the unit contains objectives, exercises, evaluation procedures, and grading suggestions. In addition to the introductory material on the need for multicultural education programs, and the units themselves, there are also suggestions for organizing the program, sources for materials, suggestions for various learning experiences, and guidelines for evaluation. (AMH)

ED 228 861 FL 013 632

Altman, Roann
Interlanguage Modality.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Arabs; *English (Second Language); Language Research; *Language Usage; *Second Language Learning; *Semantics; Spanish Speaking; Speech Communication; Syntax; *Verbs
IDENTIFIERS- Japanese People; *Modal Auxiliary Verbs

The expression of modal meanings presents a difficulty even for advanced speakers of a foreign language and it has been shown that beginning and intermediate learners produce few modal auxiliaries. To investigate the phenomenon, a functional/semantic framework was used to determine what forms these students use to convey a particular meaning. The framework was based on Palmer's "Modality and the English Verb." In that book, two basic kinds of modality are distinguished--deontic and epistemic. Deontic deals with expressions of obligation; and epistemic, with expressions of probability. Interlanguage data for this analysis came from two groups of students receiving special instruction in conversational English. In one group the three speakers were native Japanese speakers; in the other group, there were two Arabic speakers, a Chinese speaker, and a Spanish speaker. Tape recordings made of free discussion and of presentations were analyzed by the teachers and by the researchers. A tally of forms occurring at least three times were subjected to further analysis. It was found that for each modal function, each subject seemed to have a preferred expression. Also, the ESL learners expressed only a limited number of functions. In conclusion, the advantage of the functional/semantic framework is stressed. Relevant tables are appended. (AMH)

ED 228 920 HE 016 080

Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia.

Western Australia Post Secondary Education Commission, Nedlands.

REPORT NO.- ISBN-0-7244-6487-5
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Articulation (Education); *College Planning; College Programs; College Role; Educational Demand; *Extension Education; *External Degree Programs; *Foreign Countries; *Needs Assessment; Postsecondary Education; Program Evaluation
IDENTIFIERS- *Australia (Western)

A review of external studies in Western Australia was undertaken, with attention directed to the future pattern of development, including the institutions to be involved and the nature of their involvement. A continued demand has been exhibited for external studies opportunities, and there is a trend to expand and refine existing offerings rather than introduce new fields or major new approaches. In addition, business studies and teacher education are areas that need monitoring. Other need areas include: better articulation within the postsecondary education system--between courses and institutions; more flexible study packages providing for on-campus and off-campus study during the academic year and in vacation periods; improved academic support for students, including counseling, tutoring, and library and study facilities; and more flexible course structures. The specific external studies programs of the following institutions are also examined: Murdoch University, Western Australian College, Western Australian Institute of Technology, Pilbara Colleges, and the University of Western Australia. Possible approaches for increased coordination are noted. (SW)

ED 228 935 HE 016 104

Fishlow, Harriet
A Demographic Overview of Postsecondary Education.
National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Blacks; *College Attendance; *Declining Enrollment; Enrollment Projections; *Enrollment Trends; Females; Nontraditional Students; *Population Trends; Postsecondary Education; Private Colleges; State Colleges; Trend Analysis
IDENTIFIERS- *National Comm on Student Financial Assistance

Trends and projections for postsecondary enrollments in the United States are summarized. Between 1955 and 1970, degree credit enrollment more than tripled due to both a rapid rise in the population of college-age youth and an increase in the college participation rate. College attendance doubled between 1955 and 1965, and participation rates for women and blacks grew even faster. The larger part of the increase in students was accommodated by the growth of publicly-supported higher education. After the early 1970s, enrollment growth was slower, and 95 percent of the increase was due to the increased enrollment of women, many of nontraditional age. Although blacks made considerable strides, their participation rates were still lower than those of whites in 1979. It is projected that until the middle to late 1990s, the population of prime college-going ages, 18 to 24, and 25 to 34 years, will decline greatly as the children of the baby boom are replaced by the smaller cohorts born after 1965. These declines will be much greater in the Northeast and Northcentral states than in the South and West. Private education will probably be affected more by the declines than public education. Institutions that serve working adults will not experience demographically-caused decline until the late 1980s. (SW)

ED 228 950 HE 016 119

Guaranteed Student Loans: A Background Paper. Report No. 1.
National Commission on Student Financial Assistance, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Eligibility; *Federal Programs; Government Role; Loan Repayment; Postsecondary Education; *Program Administration; Program Costs; *Public Policy; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

The Guaranteed Student Loan (GSL) program's current operations, legislative history, and growth are reviewed, along with research needs. GSLs are made by lenders to college students, and the federal government guarantees them and provides incentive payments to lenders and subsidy payments on behalf of students until loan repayment begins. Today, the GSL program is the largest single source of student financial assistance. In fiscal year 1982 over 3.5 million students will secure GSLs, and the average size of these loans will be over $2,100. The vast majority of GSLs are guaranteed by state guaranty agencies that administer the GSL program. These agencies are then reinsured by the federal government for loans. A major participant in the program has been the Student Loan Marketing Association, which provides a secondary market for GSL lenders. The following specific aspects of the program are examined: the in-school interest subsidy, the special allowance, defaults, trends in loan volumes, borrower rules, lender rules, program costs and the administrative aspects of the GSL program from the viewpoint of all participants. (SW)

ED 228 965 HE 016 135

Bullough, Vern; Bullough, Bonnie

Women Nurses and Male Physicians: Their Educational Relationships.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational History; Higher Education; *Interprofessional Relationship; *Nurses; *Nursing Education; Physicians; Power Structure; *Professional Autonomy; *Sex Role; Sex Stereotypes
IDENTIFIERS- Wilson (Ida May)

The implications for nursing education of the fact that nursing started as a woman's occupation in a field dominated by the male physician are considered. Although in 1873 nursing represented a real educational opportunity for large numbers of women, none of the prestigious women's colleges were interested in educating women for careers. In the nineteenth century, few medical schools demanded as much as a high school diploma for admission. Since the best physicians trained in hospitals, it was inevitable that nurses be trained there also. Hospitals expected work from the nursing students, and the system was based more on an apprenticeship model than an instructional one. Control by nurses was weak since physicians tended to administer hospitals. Nurses were taught that the physician's word was law and that they knew much more, even though the nurse constantly observed the patient and the physician was limited to short visits. Nurses who attempted to break out of the system were often punished. Patterns of subservience and feminine submissiveness led to an undervaluing of the contribution of nurses, which is reflected in the salary schedule and job prerequisites. Nursing education today can best be understood in the context of traditional and changing male-female role playing. Appended is "Nurses and Women Physicians: The Case of Ida May Wilson" (1864-1955), by Vern L. Bullough. (SW)

ED 229 011 IR 050 164

Bryson, Emily Montez; Kelly, Walter, Ed.

Library Research Manual: History.

Chicago State Univ., Ill.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- College Libraries; Higher Education; *History; *Information Retrieval; Library Guides; *Library Instruction; Library Materials; *Library Skills; Problem Sets; Reference Materials; *Research Skills; Research Tools; *Search Strategies; Student Research; Undergraduate Students

Intended for use by undergraduate students taking a course in western civilization at Chicago State University, this workbook discusses basic library information resources for history students and introduces a search strategy useful in gathering materials for research papers. It is noted that the workbook is the product of cooperation between librarians and faculty members. The manual describes: (1) the card catalog; (2) the LCS system, an online circulation system which enables library users at Chicago State University to locate materials by author and/or title; (3) the Library of Congress (LC) classification system and the location of library books; (4) encyclopedias; (5) sources of biographic information; (6) periodical indexes, serials holding lists, and location of periodicals; (7) newspaper and other news indexes; (8) government documents; (9) quick answer sources, including handbooks, manuals, yearbooks, dictionaries, directories, and atlases; and (10) a term paper research strategy covering use of resources, organization of information, footnoting, and the creation of bibliographies. A list of four guidebooks for writing papers and sets of exercises to be used with the manual are included. (ESR)

ED 229 024 IR 050 178

Ostrow, Rona; Rothstein, Pauline M.
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #6.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Accounting; Annotated Bibliographies; Card Catalogs; Check Lists; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information in many areas of accounting, including tax practice, auditing, and business management. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Business Periodicals Index," and the "Accountants' Index Supplement." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for students of instruction packet. (ESR)

ED 229 066 JC 830 174

Selected Readings from the Trustee Quarterly: A Special Publication for New Trustees and for Experienced Trustees New to ACCT.

Association of Community Coll. Trustees, Annandale, Va.

PUB DATE- Feb 82
AVAILABLE FROM- Association of Community College Trustees, 6928-A Little River Turnpike, Annandale, VA 22003 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- *Administrator Role; Affirmative Action; *Board Administrator Relationship; College Administration; College Planning; College Presidents; *Community Colleges; Community Involvement; Educational Finance; *Governing Boards; Philanthropic Foundations; School Holding Power; State School District Relationship; *Trustees; Two Year Colleges

A series of articles is presented to provide information and orientation for new community college trustees and for those new to the Association of Community College Trustees. First, Victor H. Driscoll presents advice on the basic tools of boardsmanship. Next, Robert B. Prescott discusses the roles of the board of trustees, the board chairman, and the superintendent/president. After Sandra L. Hasting examines methods of evaluating boards of trustees, James E. Seitz looks at ways of objectively evaluating college presidents. Next, J. A. Catalano suggests that boards and presidents can work together more effectively through an understanding of their respective roles. Following Malcolm Pennypacker's article on the role of the board chairperson, trustee liability and legal problems are discussed by Alton L. Davies. C. R. Ward then outlines trends and projections regarding institutional commitment to affirmative action in the 1980s. Fred Mathews presents ideas for understanding, reporting and monitoring community college finances. Next, Merle R. Donica presents information on community college foundations. In the final three articles, Esther Tang presents techniques for increasing student recruitment and retention, Barbara Roberts discusses the power and politics of state education policy, and Anne M. McKinnon outlines methods by which trustees can keep current regarding community educational needs. (HB)

ED 229 110 PS 013 460

Lauderdale, Michael L.; And Others

Family Foster Care Reimbursement: Results of a National Survey.

Texas Univ., Austin. Center for Social Work Research.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 82
GRANT- ACYF-90-CO-1979
AVAILABLE FROM- Region VI Resource Center for Children, Youth, and Families, 2609 University Avenue, Suite 4.108, Austin, TX 78712 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Foster Care; National Surveys; *State Programs; Tables (Data)
IDENTIFIERS- *Reimbursement Programs

Based on data from the Family Foster Care Reimbursement Survey for 1981, tables in this report present the level of the 50 states' reimbursements for family foster care. Categories of data reported include age of child in foster care, basic monthly rate, clothing allowance, personal and incidental allowance, and special needs allowance (on a continuum ranging from mild to very severe). (RH)

ED 229 156 PS 013 513

Merklein, Robert, Ed.; Smith, Theodore, Ed.

Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades.

California State Dept. of Education, Sacramento. Office of Child Development.

PUB DATE- 82

AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.75, plus sales tax for California residents).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Competency Based Education; Eating Habits; Elementary Education; *Elementary School Students; Grade 4; Grade 5; Grade 6; Guidelines; *Learning Activities; Lesson Plans; *Nutrition Instruction; *Teaching Methods

IDENTIFIERS- California; Food Selection

Part of the "Nutrition Education-Choose Well, Be Well" curriculum series, this guide was developed to help teachers, food service personnel, professionals, and parents provide nutrition education and make nutrition come alive in the classroom, home, or cafeteria. Organized by grade level (from fourth through sixth), activities described are intended to contribute to students' ability to reach expected performance levels identified as being minimum proficiency levels for nutrition in California schools. Within each grade-level section are information acquisition lessons, values awareness lessons, and open-ended discussion lessons. Each lesson focuses on one of the following topics: food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. A description of procedures to be followed and a list of appropriate instructional materials accompany each lesson. Illustrations, handouts, work sheets, games, and other related materials referred to in the text are provided in nine appendices. (MP)

ED 228 798 EC 151 652

Shuster, Susan K., Ed.; McBride, Susan L., Ed.
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
Indiana Univ., Bloomington. Developmental Training Center.
SPONS. AGENCY- Ohio State Univ., Columbus. Research Foundation.
PUB DATE- May 79
AVAILABLE FROM- Developmental Training Center, 2853 East Tenth St., Bloomington, IN 47405 ($2.30, includes postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Community Resources; *Developmental Disabilities; Infants; *Intervention; Models; *Program Effectiveness; *Program Implementation; State of the Art Reviews; *Teacher Education; Young Children

Three papers and four task force reports from a 1979 conference on the state of the art in early intervention for developmental disabilities are presented. J. Gliedman, in "Social, Psychological, and Ethical Foundations for Early Intervention for the Developmentally Disabled," applies a minority group model to the education of handicapped children. In "Current Status in Research Relating to Model Development and Early Intervention for Young Handicapped Children," N. Anastasiow considers findings on types of models, age of intervention, and agent and environment of stimulation, and suggests that to be effective, early intervention must focus on the caregiver, be continuous over time, and consider the child's social environment. E. Jackson ("Current Status of Personnel Training for Early Intervention Programs") describes four major training efforts: the National Diffusion Network, the Bureau of Education for the Handicapped, Project Head Start, and Parent-Child Development Centers. The task force reports emphasize four aspects of future services: community mobilization, program implementation, personnel preparation, and evaluation and dissemination. (CL)

ED 228 877 FL 013 666

Perez, Juan R.

Perez Self-Concept Inventory. Test Manual.

Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination, and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($.80; student test booklet $.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cultural Background; Elementary Education; Elementary School Students; *Mexican Americans; *Self Concept Measures; *Test Construction; *Test Norms; Test Reliability; Test Validity; *Visual Measures
IDENTIFIERS- *Perez Self Concept Inventory

A pictorial self-concept inventory for Mexican-American children was developed and validated. A primary concern was the adequate selection of pictures that would be relevant to the child's cultural background and environment. Another concern was the development of subscales which would measure the areas of sense of control, social self, academic self, family self, and independent self. The "Perez Self Concept Inventory" (PSCI) was developed from a 110-item pool of items selected from self-concept scales and inventories. Rating of the 110 items by educators as to their consistency with the Mexican-American child's culture reduced the number of items to 60. These were converted into pictures for boys (form B) and for girls (form G). A second panel of educators rated these items on picture item-verbal item agreement, and the PSCI was condensed to 50 items. Finally, a pilot study reduced the number of items to 40. A total of 609 test scores was used in establishing normative data on the PSCI. Conclusions regarding score distribution, discrimination on the test items for kindergarten through grade 4 levels, test-retest reliability, and concurrent validity are presented, along with normative information. Appended materials include a chart showing the distribution of each item by subscale, scoring keys for both forms, an individual score profile sheet, and a 14-item bibliography. (SW)

ED 228 906 HE 015 963

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1982.
American Council on Education, Washington, D.C.; California Univ., Los Angeles. Graduate School of Education
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 82
CONTRACT- 300-81-0245
AVAILABLE FROM- Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, CA 90024 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Freshmen; *Educational Background; Family Characteristics; Females; Higher Education; Males; *National Norms; National Surveys; *Occupational Aspiration; Research Methodology; *Student Attitudes; *Student Characteristics
IDENTIFIERS- *Cooperative Institutional Research Program; Selective Colleges

Fall 1982 data on first-time, full-time freshmen are presented as part of the Cooperative Institutional Research Program. The normative data are presented separately for women and men, and for 38 groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), type (two-year college, four-year college, university), control (public, private-nonsectarian, Roman Catholic, and Protestant); and the institutional selectivity level (an estimate of the average academic ability of the entering class). Usable responses to the 1982 Student Information Form (SIF) were obtained from 188,692 freshmen entering 350 institutions. Information is presented on a wide range of biographic and demographic data, data on the student's high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. Information is also given on the procedures used to weight the responses to represent all U.S. freshmen and the precision of the data. Appended materials include a SIF, a list of participating institutions, the coding scheme for mother's and father's occupations and region categories, 1966-1982 trends, and a sample report furnished to a participating institution. (SW)

Braden, Roberts A., Ed.; Walker, Alice D., Ed.
Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
Indiana Univ., Bloomington.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Aesthetic Education; *Cognitive Processes; Course Descriptions; Media Research; *Teaching Methods; *Television Viewing; Videodisc Recordings; Visual Arts; Visual Environment; Visualization; *Visual Learning; *Visual Literacy; *Visual Stimuli
IDENTIFIERS- Intelligent Videodisc Systems

This collection covers a variety of workshops and presentations related to the research, theory, technology, or implementation of some aspect of visual literacy. More than 40 authors are represented, with 12 of the papers dealing directly with television. The document begins with an overview and a keynote address by Neil Postman. Individual papers have been classified and grouped according to categories: research papers and literature reviews; theoretical statements and position papers; course outlines (one for a college course in visual literacy and one from a course to teach teachers to use television effectively); and demonstrations, applied theory, and case studies. Numerous diagrams, figures, and illustrations are provided to contribute to the visual emphasis. Specific topics include preschool television viewing; elements and uses of microcomputers, videodiscs, photographs, illustrations, and television; visual media design; creative thinking; color; teaching methods; and projects. (Author/LMM)

ED 228 996 IR 010 671

O'Keefe, Garrett J.

"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.

Denver Univ., CO. Center for Mass Communications Research and Policy.

SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.

PUB DATE- Oct 82

GRANT- 81IJX0050

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Advertising; Attitudes; *Citizen Participation; *Crime Prevention; Mass Instruction; *Mass Media Effects; Media Research; *Public Opinion; Surveys; *Television Viewing

IDENTIFIERS- *Public Service Advertising; Take a Bite Out of Crime

Preliminary data from a study-in-progress support the view that public information campaigns may have greater efficacy than shown by previous research. To evaluate the public impact of the Advertising Council's "Take a Bite Out of Crime" campaign, which was aimed at promoting greater citizen involvement in crime prevention activities, data were derived from a national survey of 1,049 adults concerning their reactions to the campaign and from a panel sample examining changes in citizen crime prevention, orientations, and behaviors as a function of campaign exposure. Results indicate that the campaign of public service announcements (PSA's) had marked and consistent influences on citizen perceptions and attitudes regarding crime prevention and on their taking of specific, preventive actions. Campaign exposure was significantly related to increases in how much respondents thought they knew about crime prevention, how effective they thought citizen prevention efforts were, and how confident they felt about being able to protect themselves from crime, as well as to increases in six of the seven specific, preventive activities most emphasized in the PSA's. Analyses are being conducted to determine the factors involved in these changes. This report includes a 2-page bibliography, the PSA storyboards, and 14 data tables. (Author/LMM)

ED 229 038 IR 050 213

Science and Technology Libraries Section. Special Libraries Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Foreign Countries; *Information Networks; Information Seeking; Information Services; Interlibrary Loans; *International Organizations; Library Associations; *Library Networks; Patents; *Research Libraries; Science History; *Special Libraries; Technology Transfer
IDENTIFIERS- Fugitive Literature; Information Transfer; *Scientific and Technical Information; *Technical Libraries

Papers on science and technology library and information services presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "The Central Subject Libraries of the Federal Republic of Germany--For Example: The Technische Informationsbibliothek Hannover" by Gerhard Schlitt and Jobst Tehnzen; (2) "The British Library Lending Division as a Central Document Supplier" by Maurice B. Line (United Kingdom), which describes the British Library's loan demand for research material; (3) "The Stock of Old Literature in the Library Network Illustrated by the Example of Mining," an examination by Dieter Schmidmaier (German Democratic Republic) of the need for library preservation of documents which show the history of science and technology; (4) "Patent Search in Special Libraries" by G. Kruse (Federal Republic of Germany); (5) "Access to Documents in Brazil: Interlibrary Loan Programme--COMUT" by Antonio Miranda; (6) "Patent Documentation Collections of the Soviet Union" by A. N. Morozov (USSR); (7) "Role of Scientific and Technical Libraries in the System of Scientific and Technical Information of the USSR" by I. M. Kharina; (8) "Supplying the Users with Scientific and Technical Information and Scientific Documents (with Special Regard to the Socialist Republic of Slovenia)" by Mara Slajpah (Yugoslavia); and (9) "CISTI: Scientific and Technical Information Services in Canada" by Elmer V. Smith. (ESR)

ED 229 081 JC 830 196

Doty, Charles R.; And Others
Translation of a Taxonomy into a Curriculum Guide.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classification; Community Colleges; *Curriculum Development; *Curriculum Guides; *Dental Technicians; Job Analysis; *Radiographers; Technical Education; Two Year Colleges
IDENTIFIERS- Middlesex County College NJ

This paper explains the process by which Middlesex County College (MCC) translated a taxonomy of the functions of dental x-ray technologists into a curriculum guide for its dental radiography program. After noting the limited use of taxonomies, the paper describes MCC's curriculum project during which: (1) the developing a curriculum (DACUM) process was used to involve dental professionals in identifying the major duties of a dental x-ray technologist; (2) a taxonomy of functions was developed based on these identified duties; (3) lesson guides were prepared for each step in the taxonomy and were later reviewed by radiography instructors and administrators; and (4) the final draft of the curriculum guide was prepared focusing on 11 major duties, and the tasks and steps necessary to perform each. The next section explains the way in which the taxonomy of functions was translated into lesson guides, focusing on the hierarchical relationship of occupational clusters, jobs, duties, tasks, and steps; and the numbering system employed. Next, the course goal of exposing radiographs is used as an example to show the relationship among job analysis terms, the numbering system, taxonomic examples, and the writing of goals and objectives. Finally, a sample lesson guide is provided to illustrate the taxonomy-curriculum linkage. (HB)

ED 229 125 PS 013 480

Stevenson, Michael R.; Black, Kathryn N.
Sex-Role Development and Father-Absence: Comparing Meta-Analyses.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Child Development; Comparative Analysis; *Fatherless Family; *Sex Differences; *Sex Role
IDENTIFIERS- Meta Analysis

This paper reports the results of meta-analysis of the literature addressing the effects of father-absence on both male and female sex-role development. Considering both published and unpublished papers, the analysis involved 33 studies of males and 16 studies of females which become available between 1958 and 1982 and which studied father-absence due to death, divorce, or desertion. Results indicated that while the effects of father-absence on boys were significant to those under 6 years of age, no significant differences were found to be associated with the age of the female subjects. In addition, significant effects appeared to be related to specific measures used in different studies. When compared to father-present children, it appeared that father-absent males were less masculine and father-absent females were more feminine according to measure of sex role preference. However, according to measures of sex-role adoption father-absent boys were more masculine, while father-absent girls were less feminine. (MP)

ED 229 141 PS 013 498

Preschool Program Guidelines.
California State Dept. of Education, Sacramento. Office of Child Development.
PUB DATE- 82
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (Paper, $2.70, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Eligibility; Guidelines; *Parent Participation; *Preschool Education; *Program Administration; Program Descriptions; *Record Keeping; Records (Forms); Staff Development; *State Standards
IDENTIFIERS- *California

Intended for persons interested in operating preschool programs in California, these guidelines provide basic information on student eligibility, program requirements, and fiscal reporting. The first section provides background information on California preschool programs. Characteristics affecting children's eligibility for preschool services are pointed out in the second section. The third section provides a description of preschool programs. Subsequent sections discuss (1) parent involvement in preschool programs; (2) local agency/district application, fiscal, and reporting procedures; and (3) personnel and staffing. Materials related to operating a preschool program in California are appended, such as the State Preschool Waiver Request (Form CD-7701) and the Inventory Register (Form CD-8604). These guidelines are a revision of previous guidelines and apply specifically to the California State Preschool Program and to other preschool programs funded through the Consolidated Programs Division. While they may be useful to other public and private preschools, it is emphasized that the focus of these guidelines is not on the preschool curriculum. (RH)

ED 229 187 RC 013 995

Kalectaca, Milo; Salas, Dennis

American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.

Arizona State Univ., Tempe. Center for Indian Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- 84-003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; *American Indian Languages; *Bilingual Education; Cultural Background; Curriculum Development; Higher Education; Language Acquisition; Language Enrichment; *Language Experience Approach; Language Maintenance; Language Role; *Parent Workshops; *Teacher Workshops; Tribes
IDENTIFIERS- *American Indian Language Development Institute

The 1982 American Indian Language Development Institute, sponsored by the Center of Indian Education and Bilingual Education Service Center at Arizona State University, provided training for eight Title VII projects during the summer of 1982. Training included developing an orthography for nine tribal languages, establishing each language as a viable means of perpetuating tribal heritage and identity, and using each language as an effective means of building English language skills in students through the transferral process. A parent training component was also conducted for five parents from each of the projects participating. The component offered training in policy and decision-making processes, education methodology, curriculum and materials development, process of evaluation, and other aspects to assist in parent involvement. Participants and staff/consultants evaluated the institute a success and provided suggestions for improvement for the two forthcoming years. Participating Title VII projects were Peach Springs (Hualapai), Supai (Havasupai), Sacaton (Pima), Sells (Papago), Santa Rosa (Papago), San Simon (Papago), Duckwater (Shoshone), and Fort Duchesne (Ute). Background information is provided on the administration, staff/consultants, 38 participants, and instructional climate. Appendices contain evaluation instruments used to evaluate the Institute and pictures of the participants. (ERB)

ED 229 203 RC 014 019

Filep, Robert T.
Telecommunications and the Rural American, Today and Tomorrow.
Communications 21 Corp., Redondo Beach, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- 3 Jul 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Agency Cooperation; *Communications Satellites; *Demonstration Programs; *Educational Planning; Elementary Secondary Education; Federal Programs; Information Networks; Linking Agents; *Needs Assessment; *Rural Education; Technological Advancement; *Telecommunications

A number of projects have been conducted over the past 10 years to demonstrate how rural education services might be provided via satellite and other methods of telecommunications. Paralleling these activities has been rapid development of telecommunications technology. Increased capacity at reduced cost has been realized in successive interactions of communications satellites, earth stations, computers, and video equipment. This paper provides an overview of the domestic communication markets available for rural education use, a brief history of satellite communication projects that have served rural education needs, and outlines telecommunications developments, both existing and planned, which could be used to an advantage in meeting goals of rural education. Recommendations are provided which address concerns identified by the National Seminar on Rural Education and the Regional Rural Roundtable activities. The importance of conducting an extensive needs assessment to define rural education's telecommunication needs is also stressed, and suggestions are made whereby educational agencies might coordinate with national programs such as those of Farm Home Administration, Department of Housing and Urban Development, Department of Agriculture, etc., relating to telecommunications, in order to amortize investments currently being made to meet rural needs. (Author/AH)

ED 228 830 EC 151 688

Tindal, Gerald; And Others
The Pine County Model for Special Education Delivery: A Data-Based System.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-Mono-19
PUB DATE- Nov 82
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; *Decision Making; *Delivery Systems; *Disabilities; Elementary Secondary Education; Eligibility; *Models; Student Evaluation

The Pine County Model on special education delivery is based on simple, curriculum-based data. Five decisions are at the center of the model: problem selection, program selection, program operationalization, program improvement, and program certification. At each stage of the decision making process, student performance data are gathered using the student's classroom materials. In this way, all decisions have a common data base providing continuity to the student's records and clarifying student progress. Specifics for each educational decision and case examples in both academic and social behavior are included. (Author/CL)

ED 228 891 FL 013 680

Strevens, Peter; And Others
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingualism; *Dialect Studies; Educational Policy; *English (Second Language); Immersion Programs; Language of Instruction; *Language Planning; Language Teachers; *Language Variation; Native Language Instruction; *Second Language Programs; Teacher Education
IDENTIFIERS- Canada; China; Hawaii; Nigeria

This selection of papers presents perspectives on various issues in language policy and language planning. The following papers are included: (1) "Teachers of --What? A Global Look at the 'E' of TESOL," by P. Strevens; (2) "Pidgin English: Hawaii's Unique Resource," by R. R. Day; (3) "National Language Policy in Nigeria: Implications for English Teaching," by E. N. Emenyonu; (4) "Bilingualism without Tears," by M. Swain; and (5) "Teacher Training in China: Problems and Perspectives," by W. Grabe and D. Mahon. (AMH)

Edwards, Joan E.; Bender, Louis W.
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.
SPONS. AGENCY- State and Regional Higher Education Center, Florida.
PUB DATE- Apr 83
AVAILABLE FROM- Institute for Studies in Higher Education, Dept. of Educational Leadership, College of Education, Florida State University, Tallahassee, FL 32306 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Attitudes; Community Colleges; *Donors; Economic Factors; *Employed Women; *Females; Feminism; Fund Raising; *Governing Boards; National Surveys; *Philanthropic Foundations; Private Financial Support; Sex Differences; Sex Discrimination; Sex Role; *Sex Stereotypes; Two Year Colleges

Women's participation in community college foundations is examined within the framework of the role of women in the social, political, and economic milieu. Section I discusses the extent of changes in women's roles and stereotypes and presents information on a national study conducted at the Florida State University to determine the current level of participation of women in foundations and to discern prevalent attitudes about the strengths and weaknesses of women in various foundation roles. Each of the subsequent sections examines basic questions of women's role in society in light of responses to the study questionnaire and a review of recent literature and research. Section II discusses the question of whether women hold a majority of the nation's wealth. Section III examines women's career advances with particular emphasis on foundation careers. Section IV highlights the psychological, biological, and cultural influences on sex-role and sexual stereotypes, and includes a discussion of women's attitudes about money. Section V discusses current societal trends and includes an examination of the reasons for, and evidence of, women's increased financial "savvy." Finally, Section VI discusses the implications of the study with respect to women as fund raisers and donors and offers recommendations for community college policy makers at the national, state, and institutional levels. (HB)

ED 229 172 PS 013 552

Adams, Robert M.; And Others
Proximity in Parks: Naturalistic Observation of Family Interactions.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Family Structure; Fathers; Mothers; *Parent Child Relationship; *Proximity; *Sex Differences; Siblings
IDENTIFIERS- Naturalistic Observation; Naturalistic Research; *Parenting

A naturalistic study of 112 families in two parks examined proximity and touching between family members as a function of age and sex of child, sex of parent, and family composition variables. Mothers and fathers were strikingly similar in their behavior. Distance from parent increased and touching decreased as age of child increased from the infant years to older age ranges. This age trend was clearer among girls, who were closer to parents as infants but farther away as school-age children than were boys. In addition, second-order effects were found, such that both the presence of the other parent and the presence of other siblings increased distance and decreased touching between a given parent and child, subject to certain interaction effects. Finally, analysis of correlations within families revealed that some families stayed closer together as a unit than did others and that mothers and fathers tended to divide the labor of child supervision. (Author/RH)

ED 228 812 EC 151 670

Wilcox, Barbara, Ed.; York, Robert, Ed.
Quality Education for the Severely Handicapped.
Association for the Severely Handicapped, Seattle, WA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
CONTRACT- SB3-4-0-8(a)-79-C-1052
AVAILABLE FROM- Counterpoint Handcrafted Books, 3701 South George Mason Dr., Suite 1613, Falls Church, VA 22041 ($12.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Proceedings (021)
DESCRIPTIONS- Ancillary School Services; *Curriculum; Delivery Systems; Elementary Secondary Education; Family Involvement; History; *Program Development; Program Evaluation; *Severe Disabilities; *Student Evaluation

Eleven papers given at a conference on issues in educational services for severely handicapped students are presented. R. Thompson, B. Wilcox, and R. York begin with "The Federal Program for the Severely Handicapped: Historical Perspective, Analysis, and Review." Six program elements in quality education are then addressed in the following papers: "Child Assessment" (O. White); "Curricula for the Severely Handicapped--Components and Evaluation Criteria" (J. Reichle, et al.); "Support Services" (C. Peterson); "Family Involvement in the Educational Process of Severely Handicapped Students--State of the Art and Directions for the Future" (L. Vincent, et al.); "Review and Analysis of Professional Preparation for the Severely Handicapped" (N. Haring); and "Evaluation" (H. Fredericks, et al.). Service delivery issues are examined in the next three papers: "Technology in the Education of the Severely Handicapped" (P. Campbell, W. Bricker, and L. Esposito); "Service Delivery--The Question of Categories" (T. Fox and D. Guess); and "Service Delivery Issues--Integrated Educational Systems" (B. Wilcox and W. Sailor). A final paper focuses on program development ("Model Development Strategies to Improve Educational Services for Severely Handicapped People" by S. Paine and G. Bellamy). (CL)

ED 228 847 FL 013 618

Goldman, Susan R.; And Others
Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
California Univ., Santa Barbara.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education; Bilingualism; Elementary Education; *English (Second Language); Language Processing; *Reading Comprehension; *Second Language Learning; *Spanish; Teaching Methods; *Transfer of Training

Three issues were examined in a study of children's use of first language knowledge in acquiring a second language: (1) understanding of narratives, (2) the degree to which knowledge available in the child's first language is used in understanding second language input, and (3) the relationship between knowledge utilization in two languages as children become bilingual and acquire more literacy skills. Selections from "Aesop's Fables" were used for a series of comprehension studies involving a variety of students in kindergarten through grade 5. The data from the experiment are discussed with reference to two issues: the relationship between comprehension of Spanish language input and English language input by students exposed to both languages, and the relationship between students dealing with both languages as compared with students dealing only with English during elementary school. The three aspects of comprehension tested were story recall, ability to answer why-questions, and ability to generalize or give the moral of the story. The data indicate that once basic skills are acquired in the first language, they are utilized in the second language. A further study is outlined which will deal with skills needed in the passage from narrative to expository text comprehension. (AMH)

ED 228 862 FL 013 633

de Villiers, Jill; And Others
Understanding Passives with Non-Action Verbs.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Children; College Students; *Comprehension; *Language Acquisition; Language Research; *Semantics; *Sentence Structure; *Verbs
IDENTIFIERS- *Passive Voice

Research in the active-passive verb relation has indicated that there is an interaction between syntactic form and verb semantics among children of preschool age. The present study examines the contribution of active-passive syntax and verb semantics to comprehension difficulty for preschoolers, 6-year-olds, 7-year-olds, and adults. An additional variable is the type of patient (animate or inanimate) in the sentences. Data were examined from the results of a previous passive comprehension study involving a simple picture-cued comprehension test given to 38 preschool children. The subjects had to point to one of two pictures for each of 24 sentences, 12 active and 12 passive. All the children responded correctly to the 12 reversible sentences. However, the results show a significant interaction between syntax and verb type. A verification test was run on 26 7-year-olds, 26 6-year-olds, and 26 college students. All results agreed: both syntax and verb type had a significant effect on reaction time, but there was no interaction between these variables. While the basic finding remains, that children understand action verb passives better than they understand passives with other verb types, more study is needed to determine whether this phenomenon reflects piecemeal acquisition of knowledge or a general difficulty in processing verbs that do not refer to clear actions. (AMH)

ED 228 921 HE 016 081

Nevada 2000: Future Directions for Nevada's Colleges and Universities.

Nevada Univ. System, Reno.

PUB DATE- 83
AVAILABLE FROM- University of Nevada System Board of Regents, 405 Marsh Avenue, Reno, NV 89509.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Planning; College Programs; *College Role; Economic Factors; Educational Objectives; *Enrollment Projections; *Futures (of Society); Higher Education; *Long Range Planning; Population Trends; Prediction; *State Universities; *Statewide Planning
IDENTIFIERS- *Nevada

The self-declared mission for each campus of the University of Nevada system and future plans are described, along with projections regarding the future population and economic changes, resources for the future, and future student enrollment and academic programs. Goals of the overall state system and priorities for the 1980s and 1990s are also outlined. Projected economic, political, and social conditions that will affect higher education include the following: the state's population will continue to grow and enrollment levels will increase; Nevada's universities will continue to receive students who enroll at the freshman level as well as those who transfer from community colleges; the community colleges will continue to enroll, through open admissions, students of all ages; the enrollment mix in the future will contain larger proportions of lifelong learners and part-time students; in general, student demand for doctoral programs is not expected to increase significantly in the immediate future; there will be increased demand for programs delivered through telecommunications directly to people in homes and businesses; and no major changes in Nevada's economy are expected. (SW)

Dresch, Stephen P.
Criteria for the Evaluation of Student Loan Alternatives.
National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 2 Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Access to Education; *Federal Aid; Financial Needs; Government Role; Higher Education; Interest (Finance); Legal Responsibility; *Loan Repayment; *Private Financial Support; State Aid; *Student Loan Programs
IDENTIFIERS- Bankruptcy; *National Comm on Student Financial Assistance

The objectives of student loan programs and the consequences of specific programmatic determinations are considered. In addition to the primary function of providing access to capital markets for the financing of human capital investment, the student loan system in the United States has been utilized as: (1) a mechanism to subsidize schooling costs; (2) a means to induce particular schooling and occupational decisions; (3) a device by which to reduce tuition differentials; and (4) a quasi-beneficiary tax for the financing of higher education. The following dimensions of programmatic choice in structuring a student loan system are examined: legal treatment of the student's obligation, institutional structure and administrative arrangements, source of capitalization, locus of risk-bearing, terms of the student's obligation and of the lender's asset, degree of subsidization, and rationing criteria and other individual/institutional constraints. The issue of governmental versus private capitalization is addressed, and a distinction is made between capital and interest rate/return financial risks. In addition, interest rate and accrual provisions, amortization provisions, and default provisions are discussed. (SW)

MacKenzie, John R.
Education and Training in Labor Unions.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Apprenticeships; Government Role; *Industrial Training; Inplant Programs; *Job Training; *Labor Education; Labor Force Development; Nonschool Educational Programs; Postsecondary Education; *School Business Relationship; *Unions
IDENTIFIERS- *National Comm on Student Financial Assistance

The decentralized structure and functions of labor unions and their educational programming are examined, and the support of federal and state legislation and colleges and universities are traced. The four union educational categories are labor education, apprentice education, vocational training, and self-improvement education. Labor education is nonvocational and includes training for union leadership, along with education regarding local, national, and international developments that affect the worker. Universities and colleges produce about 70 percent of the labor education programs, and cost-sharing arrangements are maintained between unions and the college programs. There are various financial options for labor education, including tuition aid benefits. Apprenticeship training usually begins after high school and extends for 2 to 4 years. Vocational education is responsive to labor market needs, is usually less than 1 year, and frequently is provided by the business or industry through collective bargaining. Self-improvement education focuses on basic skills and literacy and is either performed by unions alone or with the assistance of public schools. Three education and training roles performed by the AFL-CIO are also discussed. (SW)

ED 228 966 HE 016 136

Guskey, Thomas R.; And Others
The Influence of Mastery Learning on Students' Attributions at the College Level.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *College Students; Educational Research; Higher Education; *Locus of Control; *Mastery Learning; *Student Attitudes

The effect of mastery learning procedures on achievement and students' attributions for learning outcomes was studied with undergraduates enrolled in a general education course at a large state university. Most of the students were juniors and all had met selective admission requirements. It was hypothesized that mastery learning would result in more positive student learning outcomes and more internal attributions for both success and failure. The 34 students undergoing mastery learning procedures and the 88 control group students were pretested on the course content and were administered a revised version of the Adult Achievement Responsibility Scale, which measures attributions for the causes of academic performance. Throughout the semester, mastery learning students were administered tests and provided feedback and corrective activities. There were no significant differences between the mastery and control groups on entry-level content knowledge. Although mastery learning students achieved significantly higher final examination scores than did the control group students, no differences in attribution change were identified. The findings of Duby (1981) and the present findings are contrasted. (SW)

ED 229 012 IR 050 165

Adams, Scott

Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- PGI/77/Conf.605/Col.3
PUB DATE- Jan 78
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cooperative Planning; Developed Nations; Developing Nations; *Information Centers; Information Dissemination; Information Needs; Information Networks; *Information Services; Information Sources; Information Systems; Information Utilization; International Organizations; *International Programs; National Organizations; *National Programs; Technological Advancement
IDENTIFIERS- Information Technology; *Scientific and Technical Information; *UNISIST

This report summarizes the background and purpose of the Friedrichsdorf, West Germany UNISIST meeting and describes the principal issues which emerged from the papers presented and the accompanying discussion. Topics of discussion reported include: (1) the availability of information resources at the national level, particularly concerns of document delivery and information transfer; (2) expansion of the scope of the scientific and technological information universe to include unpublished report literature, numeric databases, and other nonconventional sources of information, as well as the extension of the UNISIST concept into more fields of knowledge than science and technology; (3) accommodation to rapid technological change in computers, computer networks, online searching, and other technologies; and (4) the interdependence of and the need for cooperation between national information systems. Background details on the 1976 UNISIST meeting and interim developments are also provided. Annexes comprise comments by the meeting rapporteur on the significance and accomplishments of the UNISIST program and a list of meeting participants, consultants, representatives, observers, and conference staff and UNESCO personnel in attendance. (ESR)

Ostrow, Rona; Rothstein, Pauline M.
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; *Anthropology; Card Catalogs; Check Lists; *Ethnology; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information about anthropology and ethnology. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Social Sciences Index," and "Sociological Abstracts." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for anthropology and ethnology research and a research exercise conclude the instruction packet. (ESR)

ED 229 111 PS 013 461

Ambrosino, Robert J.
Model Adoption Exchange Payment System: Executive Summary.
Management Directions, Austin, TX.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Child Welfare League of America, Inc., New York, N.Y.
PUB DATE- Apr 82
AVAILABLE FROM- Region VI Resource Center for Children, Youth, and Families, 2609 University Avenue, Suite 4.108, Austin, TX 78712 (Paper, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adoption; *Cost Effectiveness; *Delivery Systems; Guidelines; Models; Specifications
IDENTIFIERS- *Adoption Exchange Services; *Reimbursement Programs

This executive summary provides a brief description of the Model Adoption Exchange Payment System (MAEPS), a unique payment system aimed at improving the delivery of adoption exchange services throughout the United States. Following a brief introductory overview, MAEPS is described in terms of (1) its six components (registration, listing, matching, recruiting, training and technical assistance, and advocacy/public relations), (2) products encompassed by the model, (3) data recording requirements, (4) the reimbursement process, and (5) the billing process. Sample data collection forms and report formats are attached at the end of the document. (MP)

ED 229 157 PS 013 514 ·

Holtzman, Wayne H.
American Families and Social Policies for Services to Children.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 83
AVAILABLE FROM- Hogg Foundation for Mental Health, Box 7998, Austin, TX 78712 ($0.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Child Development; Delivery Systems; *Demography; *Family Characteristics; *Human Services; Quality of Life; *Social Change; Social Indicators
IDENTIFIERS- Texas (Houston)

After briefly noting trends in major changes occurring in American society during the past 20 years, this booklet cites and interprets some specific changes taking place in family demographics during the past decade. While it is argued that general trends in family characteristics and child health and development are beginning to show signs of improving, a number of disturbing social indicators are mentioned that point to serious problems and unmet needs for large segments of the population. The significance of public policy for improved human services is discussed, followed by presentation of a brief case study of one major metropolitan area in the United States, the city of Houston. (Author/MP)

ED 228 799 EC 151 655

Henning, Joyce; And Others
Teaching Social and Leisure Skills to Youth with Autism.
Indiana Univ., Bloomington. Developmental Training Center.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Developmental Training Center, 2853 East Tenth St., Bloomington, IN 47405 ($8.05, includes postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Autism; Daily Living Skills; Hygiene; Interpersonal Communication; *Interpersonal Competence; *Leisure Time; Prosocial Behavior; Skills; Social Behavior; Social Experience; Student Characteristics; Student Educational Objectives

The curriculum is designed to foster social skills in autistic youth 10 to 15 years old who already possess basic social readiness skills. A chapter on effective programming methods considers the learning characteristics of autistic children and describes the importance of success, routine and structure, consistency, motivation, and a planned environment. Ideas for teaching interpersonal skills are presented in terms of goals, rationale, teaching procedures, modifications and lead-up activities, associated objectives, plans for motivation, and precautions. The same format is used to present suggestions for teaching social communication skills, leisure skills (including learning sports, games, and movement skills); community skills (such as tolerating new places and following procedures in community settings); and related skills (such as taking care of belongings, using manners at mealtime, and tolerating hygiene care). Sample individual education programs for four autistic students are presented with information on short term objectives and criteria and information on current functioning. (CL)

ED 228 831 EC 151 689

Brulle, Andrew R.; McIntyre, Thomas C.
Socially Withdrawn Children: A Review.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Behavior Modification; Behavior Problems; Behavior Rating Scales; Biological Influences; Classroom Observation Techniques; *Definitions; Educational Experience; Emotional Disturbances; *Etiology; Family Relationship; *Handicap Identification; Literature Reviews; Modeling (Psychology); Play Therapy; Psychological Testing; School Counselors; Social Adjustment; Social Isolation; Socialization; Sociometric Techniques; Therapy; *Withdrawal (Psychology)

Literature on seriously emotionally disturbed children who are socially withdrawn is reviewed, with particular attention given to definitions, identification, etiology, importance of treatment, and treatment procedures. Researchers' attempts to define and categorize social withdrawal are reviewed, and it is suggested that a child's behavior be compared with his/her normal behavior prior to identification as socially withdrawn. Next examined are sociometric measures, teacher ratings, psychological testing, and direct observation methods, with the latter approach seen to be the most accurate source of information. Aspects of etiology considered are biological factors, family relationships, school experiences, and adjunctive (schedule-induced) behavior. The importance of treatment in early primary grades to avoid later difficulty in school is discussed relative to studies of children in school and mentally ill adults who were withdrawn as children. Reviews on approaches to treatment include studies on guidance counselor procedures; play therapy, socialization, and therapeutic sports activities; modeling; teacher attention; and behavioral training. It is concluded that researchers agree only on the importance of treatment, and recommendations are forwarded for research in specific areas. (MC)

Stevick, Earl W.; And Others
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Audiolingual Methods; Classroom Techniques; *Creative Teaching; Creativity; *English (Second Language); Humanistic Education; *Instructional Innovation; *Interlanguage; Language Processing; Notional Functional Syllabi; *Second Language Instruction; Teaching Methods; Testing; *Test Validity
IDENTIFIERS- Community Language Learning

This section of the TESOL convention volume challenges basic assumptions which are held by language teachers and researchers while at the same time providing other assumptions for professionals to challenge. The following papers are presented: (1) My View of "Teaching Languages: A Way and Ways," by E. Stevick; (2) "'I Got Religion!': Evangelism in TEFL," by A. Maley; (3) "Emphasizing Language: A Reply to Humanism, Neoaudiolingualism, and Notional-Functionalism," by T. Scovel; (4) "Competence and Capacity in Language Learning," by H. G. Widdowson; (5) "Art and Science in Second Language Acquisition Research," by J. H. Schumann; and (6) "Commonsense in Oral Testing: Reliability, Validity and Affective Factors," by N. Underhill. (AMH)

ED 228 981 IR 010 644

Vesterinen, Pirjo; Grohn, Inga-Leena
Videotex Applications in the Technical Information Service. Research Notes 115.

Technical Research Centre of Finland, Espoo.
REPORT NO.- ISBN-951-38-1551-X
PUB DATE- Jun 82
AVAILABLE FROM- Government Printing Centre, Marketing Dept., P.O. Box 516, SF00101, Helsinki, Finland (price per copy, 25 FIM).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Databases; Delivery Systems; *Information Dissemination; Information Retrieval; *Information Services; *Information Systems; Online Systems; Program Evaluation; *Videotex
IDENTIFIERS- Finland; *Technical Communication

This report presents an evaluation of the usefulness of videotex for technical information services which is based on studies of a number of videotex systems operating in several countries, and a description of the structure and content of a database which has been introduced into the Finnish videotex system, Telset, by the Technical Information Service. This database provides the system with information on the Research Center and its work, and on the activities and organization of the Technical Information Service. Brief reviews of the three leading rival technologies in the field--Prestel (United Kingdom), Antiope (France), and Telidon (Canada)--are followed by descriptions and sample pages of databases providing scientific and technical, library, business, and governmental information which are available through a variety of teletex systems, including Contel (United Kingdom), Captain (Japan), Teletel (France), Bildschirmtext (West Germany), Viditel (the Netherlands), and Fintel (Finland). Videotex services provided by OCLC in the United States, and potential uses of videotex by closed user groups and in connection with other information retrieval systems are briefly noted. The usefulness of videotex for technical information is then discussed in the context of information retrieval, document delivery, and dissemination of information. A list of references and other related literature is included. (LMM)

ED 228 997 IR 010 672

Krishnakumar, Parameswar; Chisholm, Thomas Alexander
An Analysis of Team Composition as It Affects Simulation Performance.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Business Education; College Students; *Decision Making; Higher Education; Marketing; *Organizational Effectiveness; *Sex Differences; *Simulation; *Teamwork
IDENTIFIERS- *Simulation Games

This study investigated the extent to which sex composition and average team academic achievement of student simulation teams affect team effectiveness. Seventy-four students in two sections of a marketing principles class were divided into 20 teams to test their decision-making skills. For 10 weeks, each team operated a simulated supermarket using the Quaker Oats version of the Purdue Supermarket Game. Four teams were all female, six were all male, and ten teams were mixed. The measure of team effectiveness was the degree of profitability achieved by each team at the end of the 10-week period. In terms of the degree of profitability averages, the 4 all-female teams performed best, followed by the 6 all-male teams, with the 10 mixed teams doing the least well. The average team academic achievement appears to be unrelated to team performance. Results indicate that while there are some significant differences, additional research in this aspect of student simulation participation is still needed. (Author/LMM)

ED 229 025 IR 050 179

Ostrow, Rona; Rothstein, Pauline M.
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Card Catalogs; Check Lists; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; *Retailing; Search Strategies; Transparencies
IDENTIFIERS- Library of Congress Subject Headings; *Retail Stores

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information on issues and problems in retailing and information about specific retailers. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials by using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information searching procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, the "Business Periodicals Index," and Predicasts' "F&S Index." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research in retailing and a retailing research exercise conclude the instruction packet. (ESR)

ED 229 067 JC 830 175

Libby, Patricia A.
In Search of a Community College President.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- Jan 83
AVAILABLE FROM- Association of Community College Trustees, 6928 Little River Turnpike, Suite A, Annandale, VA 22003 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrative Change; Administrator Qualifications; Administrator Responsibility; *Administrator Role; *Administrator Selection; Board Administrator Relationship; College Planning; *College Presidents; *Community Colleges; *Consultants; *Faculty Recruitment; Governing Boards; Two Year Colleges

Designed for governing boards, search committee members, and aspiring community college presidents, this booklet examines different institutional procedures involved in the search for and selection of a community college president, and outlines relevant problems and issues that should be considered at various phases of the process. After introductory material highlights the time and money involved in the search process, two models for the in-house presidential search are reviewed. Based upon these models, a basic framework for presidential searches is presented consisting of the pre-planning phase; the appointment of an acting or interim president; the creation of a presidential search committee; board review and update of institutional objectives; determination of the president's role, job description, and qualifications; solicitation of nominations and applications; screening, assessing, and narrowing the pool of applicants; selection of a new president; and making the offer and conducting negotiations. Next, the advantages and disadvantages of using outside consultants are presented, and advice is offered on the type and number of consultants and their level of involvement. Specific problems or issues related to multi-campus districts, affirmative action, and fiscal constraints are then considered. After a discussion of the procedures to be used in the case of unanticipated resignations, conclusions are presented on optimum search and selection methods. (HB)

ED 229 082 JC 830 197

Slark, Julie; Bateman, Harold

Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.

Santa Ana Coll., CA. Institutional Research Office.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTIONS- *College Transfer Students; Community Colleges; Enrollment Trends; *Grade Point Average; *Majors (Students); Postsecondary Education; School Demography; State Colleges; State Universities; *Two Year College Students

IDENTIFIERS- *California State Colleges and Universities; *California State University and Colleges; *University of California

In 1982, a study was conducted to assess the academic performance of former Santa Ana College (SAC) students who transferred to the California State Universities and Colleges (CSUC) system or to the University of California (UC) system in 1980-81 or 1981-82. The study revealed that while the total number of SAC students attending the CSUC system has remained fairly constant over the past five years, the number of new transfer students from SAC has declined by 26%. Of the 1,241 SAC students transferring to the CSUC system in 1980-81 and 1,184 transferring in 1981-82, over 50% were men, most transferred before age 30, and most were full-time day students when they attended SAC. The CSUC transfer students' grade point average at the senior institutions was 2.67 in 1980-81 and 2.69 in 1981-82; while their GPA at SAC was 2.89 in 1980-81 and 2.81 in 1981-82. Of the CSUC transfer students, 72% attended CSU Fullerton, where most majored in Engineering, Computer Science, Communications, or Business Administration and Management. In fall 1980, the last year for which UC transfer data were available, 43 former SAC students transferred to the UC system. The average UC GPA for former SAC students during this year was above 2.25 for every campus. The study report includes tables providing data by UC and CSUC campus. (DAB)

ED 229 126 PS 013 481

Richards, D. Dean
Children's Concept Learning: The Child's Concept of Life.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Children; *Concept Formation; Elementary Education; *Research Methodology; *Research Problems
IDENTIFIERS- Piagetian Theory

To explore controversial findings concerning some of Piaget's claims, four experiments investigated conditions under which children use a criterion of movement in attributing life to objects. In the first experiment, children ages 4 through 7 participated in a recognition task involving the identification of objects to which they attributed life. Children's judgments were classified according to rules they appeared to use. In the second experiment, children ages 4 through 11 were asked to name as many living things as they could in 5 minutes, up to a maximum of 24. Results of the two experiments provided no evidence that children routinely identify life by observing motion. With children of 4 through 11 years of age, a third experiment explored the discrepancy between these results and previous studies by further investigating children's judgments and their explanations. It was found that one-fourth of the explanations of the youngest children referred to motion and that the use of explanations involving motion decreased with age. This result may account for Piaget's suggestion that young children identify life by observing motion. A fourth experiment investigated whether an emphasis on objects' motion states could influence children's judgments of whether an object was living or nonliving. It was found that whereas emphasis on objects' motion states had little effect on the judgments of 6- to 9-year-old children, the majority of 4- and 5-year-olds did use a rule based on the current motion state of each object. (RH)

ED 229 142 PS 013 499

Atwater, Jane B.; Morris, Edward K.
An Analysis of Social Interactions between Preschool Children and Adults.
SPONS. AGENCY- Kansas Univ., Lawrence. General Research Fund.
PUB DATE- Apr 83
GRANT- UK-BSS-4888-X706-3; UK-GRF-3514-X0-0038
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; *Behavior Patterns; *Females; *Interaction; Nonverbal Communication; Observation; Performance Factors; *Preschool Children; Preschool Education; Verbal Communication; Videotape Recordings
IDENTIFIERS- *Social Interaction

A study investigated (1) how adult responses very with children who display different rates of positive social behaviors, and (2) predictive sequential relationships between specific types of child and adult behavior within an interaction. Pretest data were used to select nine girls from 4 to 6 years of age who ranged from low to high in their composite performance on three criterion behaviors: visual attention to adults, smiling, and spontaneous talking. Assigned to low-, moderate-, or high-performance groups, each child participated in one 10-minute dyadic interaction with each of six adult subjects. Adults blind to the purpose of the study were instructed to present two tasks to the children and to provide help and information they thought appropriate. During interactions, observation and videotapes were used to collect data on both children and adults. Information was also obtained about children's work on the tasks, verbal and nonverbal responsiveness to questions, and two types of spontaneous comments. Five aspects of adult behavior were examined: positive nonverbal behavior, positive verbal feedback, humor, positive personal comments about the child, and questions and response preemptions. A stepwise discriminant analysis, repeated measures analysis of variance; and a lag-1, bivariate sequential analysis on behavioral data segmented into 10-second units, were employed to analyze the data. Results are discussed. (RH)

Bransford, Louis A.
Telecommunications in Rural America: Special Populations, Special Problems.
Public Service Satellite Consortium, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 8 Jul 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communications Satellites; *Educational Assessment; Elementary Secondary Education; Migrant Education; *Rural Education; Special Education; State Standards; Student Teacher Ratio; *Telecommunications
IDENTIFIERS- *Isolation (Geographic)

The need to upgrade programs and services in rural communities is rapidly moving toward a critical juncture. A rural telecommunication network could act as an equalizer through: serving information needs of people in the fields of entertainment, education, health, governments, business, and industry; or serving special populations such as the aged, handicapped, gifted, linguistically different, migrants, and veterans. This paper focuses on well-funded experiments and demonstrations which failed to take root in rural isolated soil, showing that there appears to be little which survived the initial injections of outside federal, state, or foundation funding. Problems are identified as the following: available dollars are usually for capital expenditures, seldom for programming and "software"; regulations require a "teacher of record" present in the classroom; non-technical problems (institutional and personal) are often critical; inherent conflict exists between the need for programs which can be fitted to the individual schedules of teachers and the need for large scale programming which can take advantage of economies of scale; and there is an institutional perception that telecommunications and delivery systems are a part of the problem, rather than a part of the solution. (AH)

ED 228 863 FL 013 634

Hatfield, Deborah H.; And Others
A Survey of Materials for the Study of the Uncommonly Taught Languages: Supplement, 1976-1981.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- Jul 82
CONTRACT- G00-79-03415; G00-80-02119
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Dictionaries; *Instructional Materials; Postsecondary Education; *Second Language Instruction; Textbooks; *Uncommonly Taught Languages

This annotated bibliography is a supplement to the previous survey published in 1976. It covers languages and language groups in the following divisions: (1) Western Europe/Pidgins and Creoles (European-based); (2) Eastern Europe and the Soviet Union; (3) the Middle East and North Africa; (4) South Asia; (5) Eastern Asia; (6) Sub-Saharan Africa; (7) Southeast Asia and the Pacific; and (8) North, Central, and South America. The primary emphasis of the bibliography is on materials for the use of the adult learner whose native language is English. Under each language heading, the items are arranged as follows: teaching materials, readers, grammars, and dictionaries. The annotations are descriptive. Whenever possible, each entry contains standard bibliographical information, including notations about reprints and accompanying tapes/records when known. Materials available through the ERIC Documentation Service are also included. (AMH)

ED 228 878 FL 013 667

The New York State Core Curriculum for English as a Second Language in the Secondary Schools.

New York State Education Dept., Albany. Bureau of Bilingual Education.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Advanced Courses; Communicative Competence (Languages); *Core Curriculum; *Cultural Education; Curriculum Guides; Educational Objectives; *English (Second Language); Introductory Courses; *Language Skills; Listening Skills; Phonology; Reading Skills; Secondary Education; *Secondary School Curriculum; Second Language Instruction; Syntax; Vocabulary Skills; Writing Skills

The New York State core curriculum for English as a second language (ESL) in the secondary schools, which is a recommended minimum inventory of areas to be covered, is presented. The curriculum is divided into four instructional levels: beginning, intermediate, advanced, and transitional. At each level, language skills are further subdivided into the areas of listening and speaking, grammatical structures, vocabulary, reading, and writing. The organizing principle of the ESL core curriculum is grammar. Additional information on cultural and functional topics of use to the instructor at each of the four levels of instruction is included. In addition to the listing of specific skills, examples, word lists, and a list of instructional goals are provided for the six categories of phonology, syntax, vocabulary, reading, writing, and culture. An overview concerning the use of the ESL approach and the New York core curriculum is included. Appended materials include: (1) a list of the sounds of English that may be referred to when planning oral practice activities; (2) sample of forms to be used by the instructor and the supervisor; (3) a glossary of technical terms; (4) regulations and guidelines for New York State funding for instructional programs for limited-English-proficient students; and (5) requirements for New York State certification in ESL. (SW)

ED 228 907 HE 015 977

Lee, Sang M.; Van Horn, James C.
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
REPORT NO.- ISBN-0-8032-2856-2
PUB DATE- 83
AVAILABLE FROM- University of Nebraska Press, 901 North 17th Street, Lincoln, NE 68588 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Budgeting; *College Administration; *College Planning; Conflict Resolution; *Decision Making; Educational Finance; Higher Education; Management by Objectives; Management Systems; Models; *Organizational Objectives; Resource Allocation; *Systems Analysis
IDENTIFIERS- *Administration by Objectives; Goal Programming

A systematic approach to the management of higher education institutions is described. The methodology combines administration by objectives (ABO), a management technique that helps academic administrators structure decisions in a systematic manner, with goal programming (GP), a decision-science tool that is ideally suited to the analysis of decisions involving multiple conflicting goals. After an overview of planning and budgeting in higher education, many modeling approaches aimed at effective resource allocation in higher education are reviewed. Five specific examples are presented of the application of goal programming to actual problems in university decision making. An extensive application of goal programming to the analysis of resource allocations in a large midwestern state university is also examined. In addition to a discussion of decision-support systems, some of the challenges academic administrators will face during the next decade are outlined. The techniques would be of value to academic administrators at all levels, institutional research officers, planning commissions and governing boards, and legislative fiscal analysts. The text is appropriate for use in a college course on educational administration or public finance. (SW)

ED 228 952 HE 016 121

Lee, John B.
Study of Guaranteed Student Loan Default Rates.
Applied Systems Inst., Inc., Washington, DC.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
REPORT NO.- ASI-3191
PUB DATE- 2 Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Banking; *Credit (Finance); Financial Services; Geographic Regions; *Institutional Characteristics; Legal Responsibility; *Loan Repayment; Organizations (Groups); Postsecondary Education; *Student Characteristics; Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

Data on Guaranteed Student Loan (GSL) program defaults for 1965 to early 1981 are presented, as are characteristics of GSL lenders. Default rate data are provided by state agency, year of birth of loan recipient, last academic year, year of last loan, elapsed time between last loan and current status, institutional type and control, and institutional size. Information is presented on the percentage of loans in default, the average size of loans in default, and the percentage of dollars in default. Findings indicate that 12.16 percent of all loans that have entered repayment and were made by guaranty agencies since 1965 have ended in default. This is the gross default rate and does not reflect any success that collection procedures may have on reinstating a borrower in repayment status. Two previous studies of student loan defaults are also briefly reviewed: (Cresap, McCormick, and Paget, 1979) and (Kuch, 1978). A second brief paper entitled "Study of Guaranteed Student Loan Default Rates: Part 2--Lender Characteristics" is also presented. Information is provided on the type and size of lenders, and differences in defaults by geographic regions. (SW)

ED 229 039   IR 050 214

Social Science Libraries Section. Special Libraries Division. Papers.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Archives; *Bibliographies; *Databases; Foreign Countries; Government Publications; *Information Services; *International Organizations; Library Acquisition; Library Associations; National Libraries; Oral History; Public Libraries; *Social Sciences
IDENTIFIERS- Fugitive Literature; Machine Readable Data; Political History

Papers on social science documentation and information services presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Problems in the Availability of Some Social Science Publications," a discussion by Maurice B. Line (United Kingdom) of bibliographic control of fugitive literature in the social sciences and the need for local libraries to collect these publications; (2) "Interviews with Leading Political and Administrative Figures: A Contribution to Contemporary Political History," a description by D. A. Clarke (United Kingdom) of the establishment of oral history archives at the British Library of Political and Economic Science (BLPES); (3) "Machine Readable Archives: An Overview of Its Structure and Operations" by K. Gavrel, which outlines the mandate, organizational structure, operational and professional activities, and technical and administrative support of the Machine Readable Archives Division of the Public Archives of Canada; (4) "Social Science Information Services: An Overview of New Developments in Canada" by A. Piternick, which reviews Canadian bibliographic activities in the social sciences, access to machine readable social science databases and Canadian government publications, and the activities of the National Library of Canada and other institutions in ensuring adequate social science information services; and (5) "Report on the Automation of the International Bibliography of the Social Sciences," a discussion by John B. Black (Canada) of the automation project's goals and achievements. (ESR)

ED 229 112 PS 013 463

Hartlage, Lawrence; And Others
Biological and Social Correlates of Mental Development in Young Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Biological Influences; *Cognitive Development; Correlation; *Intelligence Quotient; Longitudinal Studies; *Social Influences; *Young Children
IDENTIFIERS- *Developmental Quotient

A longitudinal study of mental development during the first 6 years of life was conducted to determine whether different social and biological variables were related to mental development at different ages. A total of 218 children having complete neonatal records of 12 biological variables were studied at 6-month intervals until the children were 2 years of age and at annual intervals until the children were 6 years of age. Biological variables included gestational age, birth weight, and Apgar ratings at 1 and 5 minutes. Social variables such as maternal age and education, paternal age and education, number of siblings, and family position were also recorded. Testing at 6, 12, 18, and 24 months was done on the Cattell Infant Scale of Development, with later testing being performed on the Stanford Binet, Wechsler Preschool and Primary Scale of Intelligence, and Wechsler Children's Scales. Mean developmental quotient (DQ) and intelligence quotient (IQ) scores were correlated over time; tests for significance of differences in mean DQ and IQ over time were also computed. Correlations of each biological and social variable with DQ or IQ were computed at each age level. Also computed at each age level were multiple stepwise regressions, with DQ or IQ as the criterion variable. Results indicated that biological variables were related to mental development in children up to 2 years of age, with social variables becoming more important after the second year. (RH)

ED 229 158 PS 013 516

Clements, Douglas H.
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- *Cognitive Development; Comparative Analysis; *Computation; *Generalization; *Logical Thinking; *Number Concepts; *Preschool Children; Preschool Education; Pretests Posttests; Quantitative Tests; Training
IDENTIFIERS- Piagetian Theory

The effects of two training sequences on the development of young children's logical operations and number concepts, including rational counting strategies, were investigated. Forty-five preschool children, aged 3.11 to 4.10, were randomly assigned to two treatment groups and one control group. Subjects in the treatment groups received training either in classification and seriation skills (logical foundations) or in rational counting strategies and other number skills (skills integration). The control group children received instruction devoid of logical/mathematical content. Major pretest and posttest findings indicated that while both experimental groups significantly outperformed the control group on number concepts and logical operations tests, the number skills integration group significantly outperformed the logical foundations group on the number concepts test. (MP)

ED 229 173 PS 013 553

Seidman, Susan
Eventful Play: Preschooler's Scripts for Pretense.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Discourse Analysis; *Preschool Children; Preschool Education; *Pretend Play; *Research Methodology; *Verbal Communication
IDENTIFIERS- *Discourse Organization; Dyadic Communication; *Scripts (Knowledge Structures)

Two studies were conducted to analyze script and event structures of preschool children's dialogues during play. To identify scripts in discourse data, the following procedural guidelines were developed and followed: (1) identify exchanges of continuous discourse, (2) delineate all conversational episodes, (3) select all episodes with pretend play themes, (4) extract play events from play episodes, and (5) extract play scripts from interrelated play events. In one study, three dyads (all 4-year-olds) were observed in three different play contexts. Longest and shortest segments of continuous discourse in each dyad were reported for playdough, sandbox, and telephone play. Findings indicated 4-year-old friends used scripts across play contexts to topicalize their longest discourse segments. In a second study, 10 dyads composed of children between 3 and 5 years of age were audiotaped during play with a large sand-filled tub containing various implements. Findings pertained to the role of scripts in structuring all pretend play conversations of each pair. Generally, results revealed that, when engaged in scripted pretense, subjects consistently were able to maintain discourse at or beyond four exchanges and that they shared many play events in their talk. (RH)

ED 229 188 RC 013 996

Weryackwe, Suzanne, Ed.; And Others
American Indian Language Development Institute - 1982: Curriculum Guide. Volume II.
Arizona State Univ., Tempe. Center for Indian Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Education; American Indian Languages; *American Indian Studies; Bilingual Education; Cultural Background; Curriculum Development; Elementary Secondary Education; Language Enrichment; *Language Experience Approach; Language Maintenance; Language Role; *Linguistics; Multicultural Education; Student Developed Materials; Tribes
IDENTIFIERS- *American Indian Language Development Institute; Havasupai (Tribe); Hualapai (Tribe); Papago (Tribe); Pima (Tribe); Shoshone (Tribe); Ute (Tribe)

A product of the 1982 American Indian Language Development Institute, sponsored by the Center of Indian Education and the Bilingual Education Service Center at Arizona State University, the curriculum guide reflects valuable language and cultural information of six tribal language groups (Hualapai, Havasupai, Papago, Pima, Ute, and Shoshone). Developed by respective tribal members attending the summer institute, the curriculum reflects bilingual/bicultural teaching approaches to be used with K-12 students. Designed for educators, students, community resources and schools, the guide is presented in six tribal sections. Each section introduces the tribe and language, describes the tribe's bilingual program, outlines the school's philosophy and educational goals, presents orthographical information on the tribal language (alphabet, symbols, pronunciation), and offers the language and cultural unit plan with bilingual curriculum lesson plans. Topics of units include tribal customs, poetry, childrearing, traditional games, linguistics, songs/music, foods, kinship ties, storytelling, dances, arts and crafts, and clothing. (ERB)

ED 228 813 EC 151 671

Johnson, Carol
Enriched Upper Elementary Language Arts Unit: Vocabulary, Grades 5-6. Bulletin No. 346-A.
Beloit Public Schools, Wisc.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Enrichment; *Gifted; Intermediate Grades; *Language Arts; Learning Activities; Talent; *Vocabulary Development

The guide presents enrichment activity information for a language arts unit focusing on vocabulary for gifted and talented students in grades 5 and 6. The information is presented in terms of objectives, entry skills, teacher's approaches, student activities, and resources. Activities deal with such aspects of vocabulary development as synonyms and synonym groups, livelier language, simpler sentences, action verbs, usage, and use of reference tools (including a thesaurus). Examples of practice and drill exercises emphasizing vocabulary development are included. (CL)

ED 228 848 FL 013 619

Laufer, Batia; Sim, D. D.
Does the EFL Reader Need Reading Strategies More Than Language? Some Experimental Evidence.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Course Content; *English (Second Language); Hebrew; Higher Education; *Language Processing; Language Skills; *Reading Comprehension; *Second Language Instruction; Skill Development; Transfer of Training

A study was designed to investigate a problem of university level second language (L2) reading comprehension courses, namely, whether to treat reading as a problem of language or of reading strategies. The subjects were six undergraduates who had completed a standard English as a Foreign Language (EFL) reading comprehension course, and a control group of six teachers, non-native speakers of English, working in fields unrelated to language teaching. Three passages from a text on anthropology were used to test the following reading strategies: skimming for key words and phrases, finding the implication, distinguishing between main and peripheral points, recognizing the author's intent, and contextual guessing. Students were interviewed individually after they had studied the passages without the aid of dictionaries. Students who had difficulties with a passage were given a native language Hebrew translation of the passage. Data indicate that the ability to use reading strategies in Hebrew did not transfer to English. Generally, the control group subjects were able to apply reading strategies in L2. This indicates that good reading ability is primarily a function of language competence. Data also suggest that without sufficient lexical knowledge students make inferences drawn from their own common sense, opinions, or biases. (AMH)

ED 228 922 HE 016 082

Bell, T. H.

Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.

Department of Education, Washington, DC. Office of the Secretary.

PUB DATE- 8 Feb 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *Accountability; *Accreditation (Institutions); *Accrediting Agencies; *Eligibility; Evaluation Criteria; *Federal Aid; *Government School Relationship; Higher Education

IDENTIFIERS- *Department of Education

The relationship between the U.S. Department of Education's eligibility system and accreditation is discussed by the Secretary of Education, T. H. Bell. Because of the link between eligibility for federal funds and peer evaluation through accreditation, the Department has developed criteria and procedures to determine which national, regional, and specialized accrediting agencies are suitable for inclusion on the Secretary's list of recognized agencies. "Threshold" eligibility refers to the first stage of the Department's two-tier eligibility procedure, wherein institutions or programs are determined to meet statutory requirements concerning eligibility to apply for participation in the assistance programs. Provision is made in the law for special qualifying steps that may be taken as alternatives to accreditation, including the Three Institutional Certification Process. The Secretary is advised by the Advisory Committee on Accreditation and Institutional Eligibility. A program of periodic evaluation of the recognized agencies is also conducted to determine if they continue to comply with the criteria for recognition. (SW)

ED 228 937 HE 016 106

Hodgkinson, Virginia A.
The Federal Role in Postsecondary Education.
National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- *Educational History; *Federal Aid; Federal Legislation; Government Role; *Government School Relationship; *Higher Education; *Public Policy
IDENTIFIERS- *National Comm on Student Financial Assistance

The federal role in postsecondary education since 1787 is traced. Attention is directed to the types of indirect federal support toward postsecondary education until the first Higher Education Act of 1965, and the kinds of national priorities served by the current federal role in postsecondary education. Future projections and the implications of selecting various types of direct and indirect support roles are also addressed. Although the federal role in postsecondary education has changed since 1787, it still has certain characteristics: the federal role is supplemental to the state role, and federal policy is concerned with support of education in order to meet national priorities. Historically the federal role has been: to provide for the sale of public lands for educational purposes; the support of agricultural training and research; support of military personnel to meet the needs of national security; to maintain enrollments, particularly in certain fields to meet national security needs; to support research in the national interest; and to provide equal educational opportunity. The current debate about the federal role concerns the amount of support to individuals, the responsibility of the states for support, and the responsibilities of parents. (SW)

ED 228 967 HE 016 137

Clark, M. L.; Pearson, W., Jr.
Predictors of Scientific Majors for Black and White College Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Students; College Students; *Family Characteristics; Higher Education; *Majors (Students); *Natural Sciences; *Personality Traits; Social Class; Student Attitudes; Student Characteristics; *White Students

The differences in the personality and social backgrounds of college students majoring in science and nonscience fields were assessed with 91 black and 109 white students. The following categories of majors were compared: natural science, social science, and nonscience (education, business, history, and all others). The personality and attitudes of students were assessed by the 16PF, Bem Sex-Role Inventory, and the Attitude Toward Women Scale. Data were also collected on birth order, number of siblings, and social class. The black natural science majors were from a higher social class and more practical and toughminded than were the black social and nonscience majors. The white natural science majors were more masculine sex-role oriented and more sober than were the white social and nonscience majors. In comparison with nonscience majors, natural science majors were more often first born and from higher social class families with fewer siblings. There were more racial differences found than college major differences; however, black and white science majors were more similar than black and white students in the other two college major groups. It is suggested that knowledge about the characteristics of black scientists may be helpful in identifying prospective scientists. (Author/SW)

ED 229 096 JC 830 232

Kokorsky, Eileen A.
Asterisk Grade Study Report.
Passaic County Community Coll., Paterson, NJ. Office of Institutional Research.
PUB DATE- 9 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; Academic Persistence; Community Colleges; Followup Studies; *Grades (Scholastic); *Grading; *Nongraded Student Evaluation; Student Attrition; Two Year Colleges; Two Year College Students

A study was conducted at Passaic County Community College (PCCC) to investigate the operation of a grading system which utilized an asterisk (*) grade to indicate progress in a course until a letter grade was assigned. The study sought to determine the persistence of students receiving the "*" grade, the incidence of cases of students receiving multiple "*" grades in a course and the passing rates of students who received one "*" grade compared to those who received two or more. All students in academic foundation courses (AFC's) who obtained an "*" grade in fall 1980 were followed through the next three semesters. Study findings, based on final grade sheets, student transcripts, and enrollment data, included the following: (1) 565 "*" grades were assigned in fall 1980, representing 18.8% of grades given in AFC courses; (2) in 13.8% of these cases, students earned an A, B, or C in the following semester, while 12.9% received another "*" grade; (3) 46.6% of the students who received two "*" grades did not return to PCCC in fall 1981, while 9.6% received a third "*" grade; (4) in fall 1980, 286 (50.6%) of the "*" grades were assigned to first-time students, and only 50 (17.5%) of these resulted in a passing grade in the three succeeding semesters; and (5) of the passing grades received subsequent to an "*" grade, 96% were earned in the first semester following the assignment of the "*" grade. Based on the study, it was recommended that only one "*" grade be allowed in any AFC course. (HB)

ED 228 893 FL 013 682

Lindfors, Judith; And Others
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Techniques; Communicative Competence (Languages); *English (Second Language); Individual Differences; Interaction; *Language Acquisition; *Language Processing; *Second Language Learning; *Speech Communication; Student Characteristics

The five papers in this section of the TESOL volume examine the nature of language learning, characteristics of different language learners, the nature of the supportive environment for language development, and the differences which exist between first and second language patterns of interaction. The following articles are included: (1) "Exploring In and Through Language," by J. Lindfors; (2) "The Language Learner as an Individual: Implications of Research on Individual Differences for the ESL Teacher," by L. W. Fillmore; (3) "Nutritional Needs of Language Learners," by J. Schachter; (4) "A Question of Universality: Conversational Principles and Implication," by J. Devine; and (5) "Native Speaker/Non-Native Speaker Conversation in the Second Language Classroom," by M. H. Long. (AMH)

ED 228 982 IR 010 648

Humes, Ann

Computer-Based Instruction on Skills for Addressing Envelopes.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TN-2-82/37
PUB DATE- 25 Oct 82
CONTRACT- 400-80-0108
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Capitalization (Alphabetic); *Computer Assisted Instruction; *Computer Managed Instruction; Computer Programs; Elementary Education; Individualized Instruction; Microcomputers; Programed Instructional Materials; *Punctuation; *Writing Instruction

The approach to computer-based instruction for third and fourth grade elementary students which is sketched teaches component placement, capitalization, and punctuation skills of addressing envelopes within the context of a simulated envelope. Part of a larger design for a complete program of composition instruction, this program comprises a set of materials for use on a microcomputer which can be used as a discrete unit of instruction. The skills taught are identified, i.e., placing the address and return address in the correct space on an envelope; capitalizing persons' names; capitalizing personal titles; capitalizing the names of streets, cities, and states; and using a comma to separate city and state. Then, the orientation procedures students undertake after they have loaded the program disk are discussed, the mainline instruction and practice is outlined, and the corresponding branching that occurs in response to students' performance on the tasks is described. The reporting system that provides information for teachers on the progress of all students using the program is also explained. (Author/LMM)

ED 228 998   IR 010 673

Sullivan, LeRoy L.
Compressed Speech Technology: Implications for Learning and Instruction.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Audio Equipment; Audiotape Recordings; Audiovisual Aids; Instructional Materials; *Listening Comprehension; *Media Research; *Speech Compression; Teaching Methods
IDENTIFIERS- *Rate Controlled Speech; Speech Reception Threshold

This paper first traces the historical development of speech compression technology, which has made it possible to alter the spoken rate of a pre-recorded message without excessive distortion. Terms used to describe techniques employed as the technology evolved are discussed, including rapid speech, rate altered speech, cut-and-spliced speech, and speech sampling. A review of the research on the effects of speech compression on intelligibility and listening comprehension and their associated variables highlights methods of compression, linguistic factors, prior experience, binaural presentation, comprehension, degree of compression, listening and lecturer variables, pauses, training effect, retention, listener preference and acceptance, and degree of difficulty. Past instructional uses are examined in an additional research review which focuses on speech compression as it relates to visuals, individualized instruction, independent study, and reading instruction. The paper concludes with a state-of-the-art summary and a discussion of the implications as they provide a foundation and rationale for further study. A six-page reference list is included. (LMM)

ED 229 013 IR 050 166

Oberman-Soroka, Cerise
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
SPONS. AGENCY- American Library Association, Chicago, Ill.; Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 1 Jul 80
AVAILABLE FROM- Association of College and Research Libraries, 50 E. Huron St., Chicago, IL 60611 ($4.00, ACRL members; $5.00, nonmembers. Please enclose a mailing label.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Abstract Reasoning; Assignments; Comparative Analysis; Higher Education; Information Retrieval; *Library Instruction; Library Materials; *Library Skills; Logical Thinking; Problem Sets; *Problem Solving; *Research Skills; Research Tools; Search Strategies; Student Research; Undergraduate Students
IDENTIFIERS- *College of Charleston SC

This paper describes the rationale behind and the development and utilization of a bibliographic instruction course which incorporates formal abstract reasoning skills. The limitations of the search strategy technique of bibliographic instruction are discussed as well as the fact that many college students have not developed sophisticated reasoning skills. Three components of the course designed to incorporate these skills are described, including: (1) analysis of a research problem; (2) linkage or determining the interrelationships between reference tools and the materials they locate; and (3) evaluation of sources. The teaching techniques used to develop reasoning skills are also discussed--specifically, the adaptation of bibliographic instruction to the learning cycle, and the utilization of a guided design technique which gives students an open-ended problem and takes them through a series of problem-solving steps paralleling the decision making process. The use of this bibliographic instruction course in a Freshman Abstract Reasoning (FAR) program at the College of Charleston and also with non-FAR students is described. Finally the paper presents sample course exercises which teach question analysis, problem identification, source identification, and source evaluation. A 15-item bibliography is provided. (ESR)

ED 229 026 IR 050 180

Neubacher, Eric; Rothstein, Pauline M.
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages 08.
City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Annotated Bibliographies; Card Catalogs; Check Lists; *Federal Legislation; Government Publications; Higher Education; Information Retrieval; Instructional Materials; *Library Instruction; Library Materials; *Library Skills; Records (Forms); *Reference Materials; *Research Tools; Search Strategies; Transparencies
IDENTIFIERS- *Legislative History; Library of Congress Subject Headings

The purpose of this bibliographic instruction package is to help a non-library instructor prepare undergraduate students to find and use books, indexes, abstracts, periodical articles, and other printed reference sources in a search for published information on legislation. Special emphasis is placed on sources needed to compile a legislative history of a U.S. government statute. The package is divided into two episodes which can be presented in one class session. Episode I introduces students to the different forms of literature. Episode II teaches students how to locate library materials using the card catalog and indexes and abstracts. The package includes summaries and lists of objectives for each episode, a materials list showing all transparencies and handouts for the training session, and a suggested script for the conduct of the session. For the student, the package provides paper copies of transparencies used by the instructor; these cover information search procedures, forms of literature, Library of Congress (LC) subject headings, catalog filing rules, and the "CIS Index." Also included are copies of transparencies showing a search log form and a checklist of questions for evaluating indexes and abstracts. An annotated bibliography of reference sources for research in legislation and a legislation research exercise conclude the instruction packet. (ESR)

Ostertag, Bruce A.; Baker, Ronald E.

An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Community Colleges; *Educational Diagnosis; *Informal Assessment; *Learning Disabilities; *Standardized Tests; State Surveys; Student Evaluation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In 1982, a survey of California community colleges was conducted to determine the formal and informal devices used to identify and assess learning disabled average (LDA) students; the characteristics, skills, and behaviors measured; the personnel who administered the assessment instruments; and the intake process and identification and assessment instruments recommended for LDA students. Study findings, based on responses from all 106 colleges surveyed, revealed that 80 of the schools had formal programs for identified LDA students, 13 operated some other type of service, and that approximately 7,962 LDA students were receiving formal or informal services. With respect to the 80 colleges with formal programs, the study found: (1) 94% conducted intake interviews; (2) 80% accepted assessment results from other agencies and 81% conducted standardized assessments to obtain further data; (3) informal assessments were used by 64 respondents to complement formal testing practices; (4) the Wide Range Achievement Test, the Peabody Individual Achievement Test, and the Peabody Picture Vocabulary Test (Revised) were used by more than 70% of the respondents; (5) reading, auditory perception, achievement, and arithmetic were the areas most frequently tested using formal assessment tools; and (6) a learning disability specialist was most often responsible for administering tests. The 20-item questionnaire used to collect data on the LDA programs is included in the Appendices. (HB)

ED 229 068 JC 830 177

Griffin, W. A., Jr.
BIC (Business-Industry Council): A Concept Paper for Administrative Discussion.
Colby Community Coll., KS.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Advisory Committees; College Planning; Community Colleges; Community Coordination; *Cooperative Education; Cooperative Planning; Curriculum Development; *Economic Development; Labor Force Development; Program Development; Public Relations; *School Business Relationship; Two Year Colleges

Business-industry councils exist at both the national and local levels. At the national level, the Business-Industry Community College Coalition seeks to increase community college visibility, promote employer-specific programs and services, and establish closer working ties between schools and industry. At the local level, colleges have established comprehensive advisory councils made up of private-sector executives who help shape programs for employment and economic development. At Colby Community College (CCC), a BIC could help: (1) establish CCC as the primary vehicle in training, retraining, and upgrading the local workforce; (2) reduce employer training expenses; (3) facilitate the use of business manpower and equipment in occupational training; (4) reduce the number of business failures in the CCC service area; and (5) enhance college support. A first step in forming a BIC at CCC would be to establish an economic profile of the service area and determine currently existing linkages with the private sector. Subsequent activities would include in-house surveys of specific training programs, the establishment of an Economic Development Advisory Committee, a BIC event explaining the advantages of contracting with CCC for employee training to local business leaders, and follow-up contacts. Media attention and support from the college faculty would be essential for the success of this venture. (DAB)

ED 229 127 PS 013 482

Shantz, David W.
Correlates of Fighting in First and Second Grade Children: A Naturalistic Study.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 83
GRANT- NSF-BNS77-07901
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aggression; *Conflict; *Incidence; *Interpersonal Competence; Peer Relationship; Play; Primary Education; *Social Behavior; Sociometric Techniques
IDENTIFIERS- Dyadic Interaction Analysis; Naturalistic Research; *Popularity

Fighting behavior in young children was investigated in a sample of 96 first- and second-grade children from 14 classrooms in two suburban schools. A fight (or "conflict episode") was defined as a sequence of interchanges between two children in which child A attempts to influence child B's behavior, child B resists, and child A persists. Six specific questions addressed in the study concerned possible correlates of a child's rate of participation in dyad fights during free play; that is to say, they related to how high-rate fighters differ from low-rate fighters in terms of number of children fought with, range of behavior exhibited during fights, relative success at fighting, and extent of popularity with peers. Once a week for 10 consecutive weeks, subjects divided into eight same-sex, grade-balanced groups met for 1 hour of free play with various age-appropriate toys. Their behavior was videorecorded and monitored by two graduate students. Dyadic conflict episodes were identified and the nature of the outcome, identity of the winner/loser, behaviors occurring during the course of each fight, and the type of issue fought over were coded. Before and after the playgroup experience, subjects were interviewed to determine the sociometric status of members in each group. Results of a correlational analysis are consistent with the hypotheses that a high level of fighting contributes to unpopularity and that unpopularity may contribute to the tendency to fight. (RH)

ED 229 205 RC 014 021

Fletcher, Jerry L.
Applications of Electronic Technologies to Rural Education.
Manifest Learning Systems, Inc., Tiburon, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Technology; Elementary Secondary Education; *Program Development; Rural Schools; School Size; *Site Selection; *Small Group Instruction; *Small Schools; *Technological Advancement; Telecommunications
IDENTIFIERS- Isolation (Geographic)

The paper seeks to find a way to make rural education the focus of special efforts to develop electronic technologies, and to use rural schools as the developmental sites for configurations of technology that have broad and general utility. The first section suggests that smallness is an asset to rural education, for education in small units is more humane, more time is spent on-task, and violence and discipline problems diminish. Administratively, special school programs can be provided to meet the needs of special learners, some schools can emphasize basics, and others, creative skills, etc. The next section deals with the myth that persists that the education provided in rural areas is poor, and that smallness is one of the main handicaps which leads to high costs, the low quality of existing instruction, the limited range of available programs, and the inability to provide special services to special populations. Additional sections cover questions concerning electronic technologies (can electronic technologies reduce costs? can electronic technologies improve the limited range of available programs in small schools? can electronic technologies provide special services to special populations?) and a conclusion. (AH)

ED 228 800 EC 151 657

Wagner, Rudolph F.
Polyglot Dyslexia.
SPONS. AGENCY- Valdosta State Coll., Ga.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingualism; *Dyslexia; *Educational Diagnosis;
*Etiology; *Language Acquisition; Neurolinguistics;
Psycholinguistics; *Reading Difficulties
IDENTIFIERS- *Polyglot Dyslexia

Theoretical, diagnostic, and remedial issues related to polyglot dyslexia (i.e., difficulties in reading experienced in both languages spoken by bilinguals) are considered. Theoretical causes of dyslexia, research done with neuropsychological and neurolinguistic aspects of bilingualism, the literature on polyglot aphasia, and theoretical concerns regarding bilingualism are briefly addressed. It is suggested that two different languages may be confusing because of the dissimilarity of the two languages. If one language has a left-right movement on the page while reading, while another has a right-left orientation, the child may easily confuse "was" for "saw." The sparse literature on polyglot dyslexia in different countries is reviewed. It is noted that the study of this topic is made difficult by the unavailability of suitable subjects, as well as by wide differences between subjects in terms of age, intelligence level, and language spoken. A combined neurolinguistic and neuropsychological model for bilingualism is proposed as feasible and useful. Four practical applications are mentioned, including the development of screening batteries for bilinguals with emphasis on polyglot dyslexia; and adaptation of the Luria-Nebraska Neuropsychological Battery for purposes of diagnosing polyglot dyslexia. (SEW)

ED 228 832 FL 013 103

Mabry, Margaret Morgan, Comp.
Un Poquito de Espanol (A Little Bit of Spanish). A Guide Book for ADDitions Volunteers Teaching Spanish in Elementary Schools.
Orange County Public Schools, Orlando, FL.-ADDitions School Volunteer Services.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; Elementary Education; Fles; Instructional Materials; Lesson Plans; *Second Language Instruction; *Spanish; Teaching Guides

This is a manual used by volunteers who teach Spanish in elementary schools in Orange County (Florida). The introductory pages of the book explain the reasons for teaching Spanish in the elementary schools of Florida, and provide suggestions on how to begin the program, where to find materials, and how to use the guidebook. There are also a list of films in Spanish or about Latin American culture, suggestions for field trips, games, guest speakers, and general teaching instructions. The 27 lessons of the course provide detailed directions for presenting each point and for facilitating conversation among the students. Many lessons are illustrated with pen-and-ink drawings. (AMH)

ED 228 879 FL 013 668

Mathematics: A Practical View. Volume I, Teacher Edition. Applied Basic Curriculum Series.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($3.00; student edition $2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Context; Educational Games; Intermediate Grades; Learning Activities; *Mathematics Materials; Supplementary Reading Materials; Teaching Guides; Textbooks

The activities in this volume of practical mathematics are intended for the intermediate grades. The manual contains three components which can be structured in different combinations according to different student needs. Built around a review of selected objectives in the mathematics basic curriculum, the material is intended to stimulate interest in both mathematics and the professional world. The first section of each component revolves around challenging and fun problems; the second section deals with practical aspects of math in everyday life; and the third component presents math problems similar to those students will encounter in contemporary life. The activities contain narratives, puzzles, games, and other activities of high interest and low readability. Each section is introduced by a statement of learning objectives, the cognitive and affective domains and levels concerned, materials, key words, and guidelines for implementation. Each section also contains an exercise that is applied to home and community, such as computing the price of an article that is being sold at a discount. The activities include exercises and evaluations based on the mathematical skill reviewed. The skills and life situations dealt with in this volume are public services; square roots; using fractions in marketing and distribution; and decimals, fractions, and percentages in connection with business and office jobs. (AMH)

ED 228 908 HE 015 987

Gough, J. F.
Developing an Off Campus Studies Program at Deakin University.
Deakin Univ., Victoria (Australia).
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Students; College Admission; *College Students; Curriculum Development; Educational Demand; *External Degree Programs; *Foreign Countries; Higher Education; Off Campus Facilities; *Student Personnel Services
IDENTIFIERS- *Deakin University (Australia)

The rationale for and development of off-campus studies at Deakin University, Australia, are described. Based on the determination that Victoria had substantial demand for off-campus studies, Deakin University planned to admit to its off-campus program approximately 1,000 students in 1978 and anticipated 2,500 to 3,000 off-campus students by the mid-1980s. Admission would be based on the normal university requirements, but would also be granted to adult students who demonstrate the capacity and motivation for university studies. A counseling program would consist of three aspects: (1) allow new students to complete admission and enrollment procedures between June and December of the year before they start courses; (2) send students a counseling package with information on potential problems, available resources, study techniques, and a self-assessment protocol to evaluate college-going reasons; and (3) a weekend workshop to explore issues in more depth. In 1978 off-campus course offerings will be offered in education, the humanities, and social sciences. Information is presented on course developent, the schools's organizational structure, a regional network of study centers, and cooperative arrangements with other institutions. (SW)

ED 229 083   JC 830 198

Burton, Sharon; And Others
Committee Handbook for Common Learning.
Dallas County Community Coll. District, Tex.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Standards; Associate Degrees; Change Strategies; College Curriculum; Community Colleges; *Curriculum Development; *Degree Requirements; Futures (of Society); *General Education; Multicampus Districts; Organizational Change; State Standards; Student Characteristics; Teacher Characteristics; Two Year Colleges; Vocational Education

This manual on general education and common learning was prepared by and for the Dallas County Community College District's (DCCCD's) Committees for Common Learning (CCL's), which have been charged with reviewing the DCCCD's general education curriculum and degree requirements and making recommendations concerning common learning requirements and standards of student performance. After explaining the history and rationale of the DCCCD's Common Learning Project, the manual presents the responsibilities of the campus and districtwide CCL's and an administrative timetable. The next sections define key curriculum-related terms, present general education models used at four colleges, and discuss extracurricular activities as a vehicle for common learning. Following a review of socioeconomic trends and societal changes and their implications for general education, the manual presents a model for implementing and overcoming resistance to change. The last two sections consider the parameters to the DCCCD's curriculum revision set by Texas state agencies and regulations, and review potential obstacles to implementing a revised general education curriculum. Appendices contain: (1) a list of CCL members; (2) "Skills for Living," a guide for revising the general education curriculum; (3) current DCCCD degree requirements; (4) information on general education in occupational curricula; (5) data on DCCCD faculty and students; and (6) "Avoiding the Potholes: 43 Strategies for Reforming General Education, a paper by Jerry Gaff which reviews common problems faced by curriculum reform committees. (DAB)

ED 229 143 PS 013 500

Treiman, Rebecca
Phonemic Analysis and the Development of Spelling.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; *Consonants; *Elementary School Students; *Linguistic Theory; Oral Language; *Phonemics; Primary Education; *Spelling; Syllables; Written Language
IDENTIFIERS- *Consonant Clusters

In order to investigate relationships between spoken and written language knowledge at a phonological level, linguistic theories of syllable structure that treat initial consonant clusters as units are first discussed. Second, experimental evidence is presented suggesting that analysis of initial clusters is difficult for both children and adults in various phonemic analysis tasks. Third, an attempt is made to show that children's difficulty in analyzing initial clusters in spoken words affects their ability to learn printed words. Analysis was made of 5,618 spellings produced during daily story writing sessions by 43 first-grade students across 2 successive school years. In the analysis, pronunciation and spelling were keyed to assist identification of specific letters children used to represent specific phonemes. Consistent with the view that clusters tend to behave as units, children relatively often failed to represent one phoneme of a syllable-initial cluster. The phoneme usually deleted was the second. Results of studies suggested that difficulties in the analysis of spoken language are reflected in the learning of printed language. Nonstandard but consistent misspellings, such as the deletions of phonemes in consonant clusters, may stem from children's conceptions of spoken language. These misspellings diminish by the end of the first-grade year, and it may be that reading experience with print provides an impetus for children to further analyze their spoken language. (RH)

ED 229 159 PS 013 518

Shapiro, Edna K.; And Others
Children's Strategies in Interpersonal and Task Situations.
Bank Street Coll. of Education, New York, N.Y.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Apr 83
CONTRACT- HHS-105-81-C-006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at .." (150)
DESCRIPTIONS- *Behavior Rating Scales; *Children; *Cognitive Processes; *Performance Tests; *Test Construction
IDENTIFIERS- Animal Stalls Task; Childrens Strategies Assessment System; *Social Interaction

An approach to studying children's strategies in social interactions and in material tasks has been developed for use with children 3 through 6 years of age. The Children's Strategies Assessment System (CSAS) provides both a time and an event sample of behaviors and records children's strategies under each of five constructs: involvement, planning, monitoring, accommodation, and outcome. In addition, social strategies are differentiated from strategies with objects, or "mastery" activities. To assess task strategies, a structured task called "Animal Stalls" has been developed. Basically, the Animal Stalls task requests the child to reproduce a model block construction. There are two-, three-, and six-stall models with progressively complex arches for children aged 3 to 6. The Animal Stalls block construction task was administered to 75 children from public and private preschools and public kindergartens. The outcome of the construction process was analyzed to yield a Completion Success Index; protocols were sorted into five categories based on reproduction accuracy. Children's classroom teachers assessed subjects' general competence in social situations and on school-related tasks. A similar study in progress observes a sample of forty-five 4-year-olds and young 5-year-olds in both the classroom and on the Animal Stalls Task; teachers' ratings of the children's competence in social and school-related mastery competence are also being collected. Results of the first study and preliminary findings of the second study are discussed. (RH)

ED 229 174 PS 013 554

Blackmon, Alyce Akers; Dembo, Myron H.
Prosocial Behaviors in a Mainstreamed Preschool.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Altruism; Classroom Communication; Empathy; Interviews; *Mainstreaming; *Motivation; Observation; *Peer Relationship; *Preschool Children; Preschool Education; *Prosocial Behavior; Special Education
IDENTIFIERS- Helping Behavior

A study was conducted to determine the frequency of three types of prosocial interactions--empathy, helping, and altruism--which nonhandicapped preschool children could exhibit toward their handicapped peers. Subjects were 32 nonhandicapped 4- to 5-year-olds and 13 developmentally disabled 3- to 5-year-olds attending a mainstreamed preschool classroom. Each of the 32 nonhandicapped subjects was observed in the classroom for six separate 10-minute intervals over a 6-week period, for a total of 32 hours of observation. During this period, a trained observer recorded each time the nonhandicapped child exhibited one of the three types of prosocial behavior, noting whether the behavior was directed toward a female or male peer and whether or not the peer was handicapped. In addition, nonhandicapped children were interviewed concerning their motivation for prosocial behavior. Results obtained from the observation data indicated that handicapped children were significantly underrepresented as recipients of prosocial behaviors. Handicapped children elicited only altruistic actions and received neither empathic nor helping support from their peers. Results from interviews indicated that the nonhandicapped children were at the social responsibility norm level of motivation for their prosocial behaviors. None of the children mentioned a person's handicap as a basis for their altruistic acts. (MP)

ED 229 189 RC 013 997

Bannan, Helen M.
Mothers and Daughters in 20th Century Native American and Immigrant Autobiography.
PUB DATE- 28 Sep 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; *American Indians; Child Role; Cultural Influences; *Daughters; *Immigrants; Mother Attitudes; *Mothers; *Parent Child Relationship; Parent Role; *Quality of Life; Social Adjustment; Social Influences

The bulk of testimony in the writings and recorded histories of the daughters of immigrants and the first generation of Native Americans educated in American schools in the late 19th and early 20th centuries reveals that, although the ties between female generations became more tangled with the strains of acculturation, the bonds were stretched but not severed. A sense of loyalty to their mothers and the cultures they represented remained strong. This paper compares the remembered experiences of the first and newest Americans in an attempt to understand the various ways cultural change can affect the mother-daughter relationship. Although both Native and newly-arrived Americans were subject to pressures of assimilation, the beginnings of the process for each group were vastly different, greatly affecting the maternal response to her daughter's acceptance of American ways. The cycle of life moved most Native American women from daughter to mother to grandmother in an unbroken line, surrounded by the family and the community, living in and with the native homeland. This family solidarity began to splinter when Anglo Americans gained control of Indian land and attempted to control Native American lives. (Author/ERB)

ED 228 814 EC 151 672

Stoeri, David
Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B.
Beloit Public Schools, Wisc.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Creative Writing; Enrichment; *Gifted; Intermediate Grades; Language Arts; Learning Activities; *Poetry; Talent; *Writing (Composition)

The guide presents suggestions for enrichment activities emphasizing poetry for gifted and talented intermediate students. Information is arranged according to objectives, entry skills, teacher's approaches, student activities, and resources. The following poetry-related topics are addressed: poetic license; metaphors; poetry charades; "stream-of-consciousness" typography; listen/list (responding to "trigger words" with poetry); onomatopoeia; relationship of poetry, music, and art; reasons for liking or disliking poetry; introduction to writing free verse; theme; use of words from various sources to create a "found poem" metaphor/simile; rhythm; and use of senses. (CL)

Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario."

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

REPORT NO.- ISBN-0-7743-8061-6
PUB DATE- 83
AVAILABLE FROM- Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTIONS- *Curriculum Development; *Educational Policy; Elementary Secondary Education; Equal Education; Financial Support; Foreign Countries; *French; Instructional Materials; Language Teachers; *Minority Groups; *Native Language Instruction; Program Administration; Student Needs; Teacher Education
IDENTIFIERS- *Ontario

A study was undertaken in 1981-82 to review the implementation of the Ontario Cabinet submission of October 20, 1977 concerning French as a minority (first) language and the need for major improvements to provide equal educational opportunities in French-language schools or classes. The report of the study presents the findings in seven sections as follows: (1) the background and philosophy of French-language education in Ontario; (2) teacher education, certification, and professional development; (3) curriculum and learning materials; (4) student needs and program responses; (5) funding of French-language education; (6) other components of the educational system, such as administration and governance; and (7) a summary of recommendations. (AMH)

ED 229 113 PS 013 465

Rubin, Roberta I.; And Others
Long-Term Effects of Parent Education Follow Through Program Participation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Compensatory Education; *Dropout Rate; *Elementary School Students; *Grade Repetition; *Kindergarten Children; Longitudinal Studies; Low Income Groups; Outcomes of Education; Parent Education; Primary Education; Siblings; *Special Education
IDENTIFIERS- *Parent Education Follow Through Program; Virginia (Richmond)

A longitudinal study was conducted to examine long-term effects of the Parent Education Follow Through Program (PEFTP) on participating students enrolled in the Richmond, Virginia, Public School System. PEFTP, one of 15 federally funded national Follow Through models, implements its compensatory elementary education program in various communities throughout the nation. Intended for low-income children in the primary grades, the focus of PEFTP is on parent involvement and parent participation in the educational system. A total of 122 subjects, children who had entered the program as kindergarten students during 1969-70, 1970-71, or 1971-72 (or who had joined one of these cohorts before the third grade) participated in the program for a minimum of 2 years. Each subject had a sibling between 1 and 5 years older and possessed a complete cumulative school record as of the end of the 1980-81 school year. With coded data from subjects' cumulative files, comparisons were made between program participants and their older siblings. Results for special education placement, grade retention, and dropout status were reported. No significant difference was found between groups on years of placement in special education or on frequency of grade retention. A significant difference did favor the PEFTP group on dropout frequency. In addition, significant differences were found favoring the PEFTP females on the frequency of grade retention. (RH)

ED 228 849 FL 013 620

Fugate, Joe K.
The Kalamazoo College Foreign Study Program: The Present and the Future.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Second Language Programs; *Cross Cultural Studies; *Global Approach; Higher Education; *Program Descriptions; *Study Abroad; Travel; Undergraduate Students
IDENTIFIERS- *Kalamazoo College MI

The Kalamazoo College Foreign Study Program has been in operation since 1958 and continues to enroll 85% of its students for one, two, or three quarters. The program offers a wide variety of options in Europe, Latin America, and Africa. Administrative arrangements and supervision of the programs are done by the two directors of the program at Kalamazoo; local personnel are used abroad. Unlike many other programs, this one is endowed. This endowment makes it affordable for the college as well as for the students. The impact of the program can be seen in the curricular and extra-curricular activity at the college. For example, an on-campus African Studies program has been established whose presentations and programs attract a following both on and off campus. In addition to this program, a concentration in international commerce has been introduced, foreign language houses have been established, and a faculty member has been appointed to coordinate efforts to internationalize the campus. In the future, the benefits for such programs will not decrease, but the world economic siutation, the cost of education abroad, poor language preparation of students, and rising enrollments in foreign universities will all affect language programs abroad. (AMH)

ED 228 894 FL 013 683

Johnston, Jean
Being There.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 679.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adults; *Biculturalism; *Cross Cultural Training; Cultural Awareness; *English (Second Language); *Second Language Instruction; Teaching Methods

Learning English as a second language (ESL) within the sociocultural context of the United States today is a difficult process. ESL students must be helped to attain cross-cultural understanding and skills, a task equal in importance to instruction in language skills. Language programs should direct themselves toward the context in which the language will be used, regardless of where this context is. Early familiarity with American communicative patterns will hasten both language competence and intercultural awareness. For example, because of the extreme mobility in contemporary American life, networking has become an essential survival skill. The ESL class should therefore provide adult students with ways and means to become familiar with the process, and with organizations so that the newcomers may learn to devise networking plans in coordination with their professional and recreational interests. If the bulk of the language program is devoted to excessive class hours, long homework assignments, library research, and in-group socializing, there will be little time for real language practice. A more effective approach would be to involve students in the local community wherever possible, and to develop strategies that encourage communication outside the classroom. (AMH)

ED 228 923 HE 016 083

Elmendorf, Edward

Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.

Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 23 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Armed Forces; *College Students; *Compliance (Legal); *Eligibility; Federal Aid; *Federal Legislation; Government School Relationship; Higher Education; Males; *Military Service; *Student Financial Aid
IDENTIFIERS- Department of Education; Higher Education Act Title IV; *Military Selective Service Act; *Selective Service

The joint efforts of the U.S. Department of Education and the Selective Service System to implement the 1982 amendment to the Military Selective Service Act are reported. This amendment, which was part of the Fiscal Year 1983 Defense Authorization Act, provides that, beginning with the 1983-1984 award year, any student who must register with the Selective Service and fails to do so is ineligible for student financial assistance under programs established by Title IV of the Higher Education Act of 1965. A student who is required to register must file a statement with the college he attends, certifying that he is in compliance with the registration requirements. To minimize the burden on college staff to determine whether a student is exempt from registration, it is proposed that all Title IV aid recipients submit to the college the Statement of Educational Purpose/Registration Compliance, as well as a copy of his Registration Acknowledgement Letter provided by the Selective Service System. A temporary verification alternative is permitted for students who have registered but do not yet have documentation from Selective Service. (SW)

ED 228 938 HE 016 107

Hodgkinson, Harold L.
"Terrain Paper" on Demography and Higher Education.
National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 28 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Birth Rate; *College Attendance; *Demography; Geographic Distribution; *Higher Education; Minority Groups; Nontraditional Students; *Population Trends; *Regional Characteristics; Trend Analysis
IDENTIFIERS- *National Comm on Student Financial Assistance

Major demographic trends and consequences for higher education are examined. The Baby Boom sharply increased birth rates from 1946 to 1964 and was followed by a decline in births that lasted from 1964 to 1978. Currently there is an increased birth rate, but of much smaller size than the Baby Boom rates, due largely to the smaller size of the family, new occupational opportunities for women, and new patterns of living singly. A decline in the number of high school graduates will last until 1998. The birth rate decline was primarily a white and middle-class phenomenon, while the birth rates for minorities stayed even. Regional differences will increase during the decade. Some Sun Belt states are encountering major increases in the number of elementary school children, while Frost Belt states do not show such an increase, and will not for some years. This trend suggests that by the end of the decade, higher education in the Sun Belt will expand, while Frost Belt states will continue to constrict their higher education enrollments. The demographic changes suggest that higher education should provide new programs in order to attract minorities and older adults, and programs offered in conjunction with industry and the military. (SW)

ED 228 953 HE 016 122

Shay, Robert P.
Toward Improvement of Credit Policies on Guaranteed Student Loans.
SPONS. AGENCY- National Commission on Student Financial Assistance, Washington, DC.
PUB DATE- 1 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Banking; *Credit (Finance); Federal Programs; *Financial Services; Legal Responsibility; *Loan Repayment; Postsecondary Education; Program Administration; *Public Policy; Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- *Guaranteed Student Loan Program; *National Comm on Student Financial Assistance

Four aspects of the Guaranteed Student Loan (GSL) Program are compared with credit policies on other loans made by consumer installment lenders. The four aspects are: (1) the planning, screening, monitoring, collecting, and write-off policies on GSLs versus uninsured loans; (2) the importance of the Student Loan Marketing Association in providing a secondary market for student loans and servicing other needs of consumer lending institutions; (3) consideration of the effects of past growth in the GSL program in shaping its expected future role; and (4) recommendation of alternative GSL policies to induce behavior by lenders, borrowers, and participating institutions that will ensure the continued viability of the GSL program during the next decade. Four areas of concern are as follows: the lack of screening of credit applicants for their prospective creditworthiness; criticism that students are not using GSL funds to finance their education; that Sallie Mae remains a viable intermediary in the GSL market; and that participating credit institutions will maintain their support of the GSL program. Six GSL credit policy recommendations are offered. (SW)

ED 228 968 HE 016 138

A Monograph Sequel: Have You Ever Thought of Being a Dean?
American Association of Colleges of Nursing, Washington, D.C.
PUB DATE- Mar 83
AVAILABLE FROM- American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 230, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; College Environment; *Deans; Higher Education; Interprofessional Relationship; *Leadership Styles; *Nursing Education; *Professional Development; *Scholarship

Five papers from a 1982 workshop entitled "Have You Ever Thought of Being a Dean?" are presented. The workshop is part of the Continuing Education for Nurse Academic Administrators Project of the American Association of Colleges of Nursing. After a foreword (Marion I. Murphy) and an introduction (Betty M. Johnson), "The Dean as Administrator: Roles, Functions, and Attributes," (Phyllis Drennan) is presented. Two major responsibilities of the dean are discussed: as chairman of the faculty and executive officer of the college. Next, "The Dean as Scholar: Clinical Competence, Teaching, Research, and Publication," (Helen K. Grace) suggests that the administrative work of the dean demands the discipline and orientation of the scholar. In "The Dean as a Person: Rights and Responsibilities," Valencia N. Prock discusses her individual style as a dean using her large university as an example. "The Dean as Colleague: Dean, Student, Faculty, Administrative Relationships" (M. Jeremy Buckman) emphasizes the importance of creating an environment of collegiality for other deans, faculty, students, and administrators. Finally, "Challenges for Nursing Administrators" (Jeannette R. Spero) suggests that a current challenge is reaffirmation of the relevance of collegiate education in nursing. (SW)

ED 228 999 IR 010 675

Hummel, Eckart
Computer Communications and New Services. CCITT Achievements.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI/80/WS/19
PUB DATE- 29 May 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Design Requirements; *Electronic Equipment; Facility Requirements; *Information Dissemination; Information Retrieval; *Information Services; *Telecommunications; Videotex
IDENTIFIERS- *Data Transmission; Message Transmission; Modems; User Needs

New non-voice services (sometimes also called information services) and the possibilities of telecommunication networks to support them are described in this state-of-the-art review. It begins with a summary of the various data transmission techniques, which include several types of data transmission over the telephone network: general, telegraph multiplexers, data multiplexers, modems for leased circuit applications, and modems for the switched telephone network. Tables are used to list specific equipment and provide additional technical details. The second section covers data transmission over public data networks and discusses user classes of service (start-stop, synchronous, and packet-operating mode of the terminal), user facilities, and data communication policy. Necessary characteristics of text for communication service (Teletex) are outlined, and features of subscriber facsimile service and videotex service are discussed. (LMM)

ED 229 040 IR 050 215

National Libraries Section. General Research Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Ethics; Foreign Countries; Information Centers; Information Dissemination; *Information Networks; *International Organizations; Library Associations; Library Cooperation; *Library Networks; Library Planning; *National Libraries; National Programs; *Shared Services; Telecommunications

IDENTIFIERS- *Information Exchange Procedures; *Machine Readable Cataloging; Packet Switched Networks

Papers on national networks and national libraries and information centers presented at the 1982 International Federation of Library Associations (IFLA) conference include: (1) "Networking Developments in the U.S. at the National Level," in which Warren J. Haas predicts the development of links between existing library bibliographic networks, the growth of local and regional computer systems, and close cooperation between the Library of Congress and selected research libraries; (2) "On the Prognostication of Development of the Library Network (with Special Reference to the Estonian SSR)," a description by I. V. Eenmaa (USSR) of a research program concerned with the national planning of library development; (3) "EURONET: Possibilities and Limits for the National Bibliographic Centres" by Christine Bossmeyer (Federal Republic of Germany), which describes the European packet-switching network and its utilization by libraries, and presents models for EURONET expansion to enable mutual exchange and utilization of data among national bibliographic centers; (4) "Network Ethic," a discussion by Lars-Erik Sanner (Sweden) of moral issues involved in library network participation, particularly in shared cataloging activities; and (5) "Role of the V. I. Lenin State Library LSL or the USSR in Developing the Uniform Library System in the USSR" by N. S. Kartashov, which outlines the Soviet library system and describes LSL involvement in centralized acquisition and cataloging and its impact on the information and bibliographical activities of the Soviet libraries. (ESR)

ED 229 097 JC 830 234

Stoehr, Keith W.; Banerdt, Jack
Walworth County Employer Needs Assessment Study.
Gateway Technical Inst., Kenosha, WI. Research and Planning Services.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Role; Community Surveys; *Employer Attitudes; *Industrial Training; *Job Training; Needs Assessment; On the Job Training; Program Improvement; Questionnaires; *School Business Relationship; Technical Institutes; Training Methods; Two Year Colleges
IDENTIFIERS- *Wisconsin (Walworth County)

In 1982, a study was conducted to obtain information from businesses, industries, and agencies in Walworth County that would assist Gateway Technical Institute (GTI) in providing programs and services to meet employers' manpower needs. Surveys were administered to 133 businesses and industries, requesting information on the firms' characteristics, special high technology training needs, plans for expansion, training provided on-site, interest in cooperative training programs with GTI, and evaluation of GTI-trained personnel. Study findings, based on a 78% response rate, include: (1) 33% of the employers planned to expand their production, facilities, or workforce within the next five years, while 49% planned no expansion; (2) to encourage employers to improve their skills, 33% offered tuition reimbursement, 23% provided in-house courses, and 14% arranged for release time; (3) 61% preferred on-the-job training for their employees, while 21% preferred in-service seminars; (4) 47% of the firms said they would consider implementing supervisory training/development programs with GTI assistance; (5) 73% did not contact the GTI Placement Office when they had job openings; and (6) 34% felt that publicity concerning GTI program offerings should be increased, 32% indicated that more short-term programs should be offered, and 29% felt that outreach sites should be used more extensively as ways of improving GTI's role in employee preparation. Recommendations and the questionnaire are included. (DAB)

ED 228 815 EC 151 673

Stoeri, David
Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C.
Beloit Public Schools, Wisc.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Creative Expression; Enrichment; *Expository Writing; *Gifted; Intermediate Grades; Language Arts; Learning Activities; Letters (Correspondence); *Literary Styles; News Writing; Periodicals; Talent; *Writing (Composition); Writing Exercises; Writing Skills

The guide provides enrichment suggestions for teaching personal writing skills to gifted and talented intermediate students. The unit is organized according to objectives, entry skills, teacher's approaches, student activities, resources, and followup/evaluation. Topics covered include the following: formal and informal diction; sentences to expand one's feelings; letters of complaint; different styles (editorial, lyrical, poetic, dramatic); subjunctive vs. objective statements; dress; food; public word vs. private thought; expansion from a proverb or quotation; doodling; opening lines; dialogues between opposite parts of personality; journalism; and journal writing. (CL)

ED 228 983 IR 010 650

Anderson, Cheryl A.
Computer Literacy: Rationale, Definition and Practices.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Access to Education; *Computer Literacy; *Course Content; *Curriculum Development; Curriculum Problems; *Definitions; Educational Facilities Design; *Microcomputers; Program Descriptions; Teacher Education; Teaching Methods
IDENTIFIERS- Computer Uses in Education

Focusing on use of the computer as an object of instruction, this paper provides a rationale for teaching computer literacy and explores a variety of definitions for the term. Also discussed are various curriculum approaches that are being developed to teach computer literacy content, which include teaching the content in a separate course and the infusion of computer literacy skills within an existing curriculum. Examples of computer literacy curricula are provided for the elementary, secondary, and college levels. Finally, the paper addresses the problems that are resulting from this new curriculum development, specifically, teacher training and equality of access to computer skills. Nineteen references are listed. (Author/LMM)

ED 229 055 JC 830 098

The Financial Resource Allocation Process at Compton Community College: A Redirection.

Compton Community Coll. Federation of Teachers, CA.

PUB DATE- 20 Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Budgeting; *College Administration; College Planning; Community Colleges; *Educational Finance; Finance Reform; Financial Policy; Financial Problems; *Participative Decision Making; Resource Allocation; State Legislation; Teacher Participation; Two Year Colleges

This paper presents a historical portrait of the process of financial resource allocation at Compton Community College (CCC). Introductory material provides information on the college, its organization, and its budgeting and accounting procedures. Next, changes in finances occurring between 1974-75 and 1977-78 are outlined, including the growth of non-special project revenue by 10% per annum and an increase in federal aid. In this section, the development of collective bargaining and the creation of a college committee to study institutional policy formation and implementation are reviewed. Then, the period between 1977 and 1981 is characterized in terms of: (1) the termination of 12 of 92 teaching faculty; (2) the elimination of local property tax revenues under California's Proposition 13 and their replacement by state "bail out" funds; (3) the development of a more centralized decision-making structure at CCC; (4) the increase in tension at the college as faculty were excluded from decision making; (5) the resignation of 93% of CCC's managers; and (6) the absence of institutionwide involvement in CCC's planning process. Finally, suggestions for revitalizing the financial allocation process are presented, e.g., instituting an interdependent, cooperative management style and developing a routine, efficient, participatory planning mechanism. Graphs, charts, and tables provide organizational and financial data. Appendices present contrasting approaches to decision making. (HB)

ED 229 069 JC 830 178

Maples, Catherine C.; Owings, Thomas G.

A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; *Dropout Attitudes; *Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; *Enrollment Influences; Questionnaires; School Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Calhoun State Community College AL

In 1982, a study was conducted at Calhoun State Community College (CSCC) to determine causes of student withdrawal and factors influencing re-enrollment. Questionnaires were administered to 985 individuals who withdrew from on-campus programs during the 1981-82 academic year; of these, 37 were returned by mail and 254 were completed in person or during telephone interviews. The study revealed that: (1) only 13.7% of the respondents saw a counselor prior to their decision to withdraw; (2) 25.4% withdrew after their first quarter at CSCC and 16.5% withdrew after their second quarter; (3) 51.9% indicated that they were attending CSCC to earn a degree or diploma, and 25.4% had planned to take a few courses and transfer; (4) 27.8% were enrolled in one course and 18.9% in two courses the quarter they withdrew; (5) 26.5% of the respondents chose "other" as their reason for withdrawing (e.g., moving, transferring to another school, and medical reasons), while 21.6% indicated "personal/family problems," and 14.8% cited "change in work hours"; (6) the primary barriers to re-enrollment were essentially the same as the reasons given for withdrawal; (7) 66% planned to re-enroll at CSCC; and (8) of the respondents, 52.9% were female, 47.4% were working full-time, 87.3% were white, 46.7% were between the ages of 20 and 29, 54% were single, and 69.4% were receiving financial aid. The survey instrument is included. (DAB)

Speer, James Ramsey; And Others
Conversational Strategies in Comprehension Monitoring.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; *Communication Skills; *Comprehension; *Kindergarten Children; Primary Education; *Reading Readiness
IDENTIFIERS- *Communication Strategies; *Comprehension Monitoring; Contextual Expectations; Instructions

The purpose of the two studies reported was to investigate why young children, especially kindergarteners, so often treat vague, ambiguous, or otherwise unclear instructions as though they were perfectly informative, instead of asking what they mean. It was hypothesized that when faced with vague instructions children might employ two ordered classification strategies: (1) heavy reliance on collateral information such as physical context and speaker's gestures to figure out what the speaker means; and (2) in case the first strategy doesn't work, guessing. Results of the first experiment support the claim that children do in fact use a salience strategy. The data are also consistent with the claim that children use a guessing strategy. The second experiment sought more directly to demonstrate children's use of the guessing strategy. Findings suggest that, contrary to characterizations which portray young children as profoundly egocentric, in communication settings young children do make inferences about the mental state of speakers. Further, children whose communication is profoundly bound to a particular physical context may be unaware that there are circumstances in which contextual features are unnecessary for interpreting language. Such children may find it extremely hard to learn how to read simply because they don't understand the nature of the enterprise. (RH)

ED 229 144 PS 013 501

Cohen, Stewart; McAllister, Joseph
Childhood in America: A Contemporary Portrait.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Children; *Educational Practices; *Family Life; Policy; Poverty; *Quality of Life; Social Environment; *Social Problems; *Television Viewing
IDENTIFIERS- Special Needs Students

Past and contemporary themes characterizing the structure and quality of children's lives are traced in this discussion. Specifically examined are various changes in family life patterns, new educational involvements in children's lives, and the emerging role of extra-familial and extra-educational sources of influence upon children's development. Changes in family life patterns discussed include the partial dissolution of the traditional family unit through separation, divorce, and desertion; the increasing rate of out-of-wedlock births; and the precipitous growth of full-time employment among mothers. Attention is given to problematic aspects of extra-familial, environmental influences on children's lives (such as the power of television and the ways schools support segregation of children from other children, adults, and work settings). Other problems discussed in the current political context of disregard for child welfare are those of poor and nonwhite groups, the learning disabled, and the handicapped. In conclusion, prospects for improving this unfortunate situation are pointed out, and questions concerning current trends and policy for the future are raised. (RH)

ED 229 206 RC 014 023

Rowles, Graham D.

Social Integration of the Rural Elderly: Implications for Service Delivery.

SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 27 Apr 82
GRANT- AG00862
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Community Satisfaction; *Delivery Systems; Environmental Influences; Human Relations; Interpersonal Relationship; Life Satisfaction; *Older Adults; *Personal Space; Proximity; Quality of Life; *Rural Population; Social Environment; *Social Integration; Social Networks; *Social Support Groups; Well Being
IDENTIFIERS- *Appalachia

A 3-year (1978-81) participant observation study examined the involvement within the spaces and places of the lives of 15 elderly residents (ranging in age from 62 to 91) of a declining rural Appalachian community, to develop an understanding of their milieu and its relationship to their level of well being. Close interpersonal relationships were established at the study's commencement. Data were derived from an experiential methodology employed during summer residence in the community; bi-weekly visits throughout the 3 years; observation; informal tape-recorded interviews; and various research procedures, e.g., time/space activity diaries, cognitive mapping tasks, measurement of social support networks, photography (including aerial), and seven different life satisfaction measures. Findings revealed spatial and place oriented dimensions of physical, social, and autobiographical "insideness" that provided a supportive sense of integration within the environment; participants had evolved distinctive constellations of support consonant with their changing personal needs and environmental circumstance; and most were members of a distinctive "society of the old" and were integrated within a larger community that provided the benefits of an indigenous support system and sustained them as they grew more vulnerable. Data justified a person-based indigenous system more attuned to rural culture and the geographical constraints of servicing spatially dispersed populations. (Author/NQA)

ED 228 833 FL 013 250

Glossary of English-Farsi Agricultural Terms.
Peace Corps, Washington, D.C.
PUB DATE- Feb 64
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Agriculture; *English; *Persian; *Word Lists
IDENTIFIERS- Iran

This glossary presents approximately 500 agricultural terms in English and Farsi. The English words are given with the Farsi translation. The terms in Farsi are written in Romanized spelling as well as Farsi script. (AMH)

ED 228 865 FL 013 636

Delson-Karan, Myrna

A Three-Dimensional Approach to Evaluating Teaching Performance.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Higher Education; *Language Teachers; *Lesson Observation Criteria; *Second Language Instruction; *Teacher Evaluation

This article presents an innovative system for the evaluation of teaching performance. Assessment forms, developed in a research project, give a 3-dimensional view of a teacher's performance as seen by: (1) the supervisor, (2) the teacher him/herself, and (3) the students of the teacher. A review of the literature which served as background to this study is presented. Copies of the forms themselves are then provided. The originality of this system lies in the following: (1) It is the only existing 3-dimensional system to evaluate teaching performance. (2) The forms are easy to use, since unlike many previous observational systems, they require no special training for their implementation. (3) It contains a student-reaction questionnaire, rarely found in observational systems, that is specifically geared toward foreign language teaching and that can be used both at the secondary and university levels. (4) It evaluates verbal and nonverbal behavior, and provides a means of assessing teaching performance both objectively and subjectively. (Author)

ED 229 207 RC 014 043

Young, Eileen, Ed.
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; Delinquency; *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; Inservice Teacher Education; *Migrant Education; Parent Participation; Program Costs; *Program Effectiveness; Special Education; State Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Ohio

The report summarizes activities provided in Ohio through Title I of the Elementary and Secondary Education Act during fiscal year 1982, and provides basic statistics and information on participation trends, instructional impact, expenditure and staffing patterns, inservice education for staff, parent involvement, and 5-year trends. Programs funded include supplemental instruction for educationally disadvantaged children, special educational programs for migrant children, and supplementary services for handicapped, neglected, and delinquent children. Evaluation data indicate: that students in Title I basic programs gained an average of 9 NCEs (normal curve equivalent unit) in reading and an average of 8 NCEs in mathematics; that the migrant education programs helped younger migrant children improve their basic skills in oral language, reading, and mathematics; that programs for handicapped students helped 8-9 of every 10 students reach over half of the objectives set for them; that supplementary instruction for delinquent and neglected children in State facilities resulted in over half of the youngsters gaining one month or more for each month of reading instruction. Some reasons for the success of Title I in Ohio and recommendations for effective provision of future services are outlined. The State's role in providing and administering Title I services is briefly described. (NQA)

ED 229 222 SE 041 422

IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.
PUB DATE- 80
AVAILABLE FROM- Secretary IOC, UNESCO, Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTIONS- Data Collection; Foreign Countries; *International Programs; *Ocean Engineering; *Oceanography; Postsecondary Education; Program Descriptions; Training; Wastes; *Water Pollution; Workshops
IDENTIFIERS- *Marine Pollution Monitoring Programme; *Pollutants

Provided is a summary report of the third IOC/WMO (Intergovernmental Oceanographic Commission/World Meteorological Organization) workshop of marine pollution monitoring. Summaries are presented in nine sections, including: (1) workshop opening; (2) welcoming addresses; (3) reports on the Marine Pollution (Petroleum) Monitoring Pilot Project (MAPMOOP) by the Secretariat and National Coordinators; (4) consideration of a plan of operations for the Marine Pollution Monitoring Programme (MPMP) with regard to petroleum; (5) preliminary assessment of the feasibility of including pollutants other than oil in the MPMP; (6) institutional arrangements for planning, coordination, and implementation of the MPMP; (7) training, education, and mutual assistance components of the MPMP; (8) adoption of the report; and (9) workshop closure. Also presented in seven appendices are workshop agenda, recommendations, list of participants, considerations affecting feasibility/desirability of continuing petroleum monitoring initiated under MAPMOOP, feasibility of establishing a digital data base for marine pollution (considering data generated outside MAPMOOP), statement by United Nations Environment Programme representative (Dr. C.C. Wallen), and list of acronyms. (Titles and availability for 25 other IOC final reports are included.) (JN)

ED 229 237 SE 041 437

Duit, Reinders

Students' Notions About the Energy Concept--Before and After Physics Instruction.

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comprehension; *Concept Formation; Concept Teaching; *Elementary School Science; *Energy; Energy Conservation; Foreign Countries; Intermediate Grades; Mechanics (Physics); *Physics; Questionnaires; Science Education; *Science Instruction; Scientific Concepts; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- Philippines; Science Education Research; Switzerland; West Germany

Two studies on students' conceptions/notions about the energy concept are presented. The first (study A) dealt with learning the energy concept during a grades 7/8 instructional unit ("energy, work, force, and power"). The second (study B), using students in West Germany, Switzerland, and the Philippines as subjects, examined outcomes of physics instruction in grades 6 and 10 with regard to the energy concept. A two-part questionnaire (included in an appendix along with questionnaire evaluation categories) was used before and after instruction in both studies. The first part focused on the meaning of the words (concept names) energy, work, power, and force. The second part focused on application of the principle of energy conservation in simple mechanics' processes. In addition, some students were interviewed to clarify their responses (before and after instruction). Among the detailed results reported are findings that physics instruction does not alter drastically students' notions about energy. In addition, most students preferred conceptions and notions stemming from everyday experiences. This suggests that energy should not be restricted to the ability to do work, that the traditional way to energy concept via work causes severe learning difficulties, and that energy conservation/degradation should be given more instructional emphasis. (JN)

ED 229 251 SE 041 453

LeBold, William K.; And Others

The New Engineer: Black and White, Male and Female.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SED-79-19613
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; *Career Choice; *Employment Level; *Engineering Education; *Engineers; Females; Graduate Surveys; Higher Education; Hispanic Americans; Job Performance; Minority Groups; Nontraditional Students; Performance Factors; *Racial Differences; Salaries; Self Concept; *Sex Differences; Work Attitudes
IDENTIFIERS- National Science Foundation; Science Education Research

This report examines and compares early career decisions, initial and 1981 employment, professional activities, and post-graduate education of new, non-traditional engineering graduates (women, Hispanics, Blacks) with their traditional peers. About one-half of the 6,000 surveys mailed to a sample of these engineering graduates (N=1720 men and 1080 women) were returned. Relatively few differences between male/female and minority/majority graduates were found in their initial/current employment, professional activities/achievement, and factors influencing career decisions. Technical responsibilities increased with experiences with no significant sex/ethnic differences. Men reported significantly higher supervisory responsibilities and salaries 10 years after graduating than women. The majority of all groups had pursued or were pursuing some post-bachelor's education, with women/Black-Americans leaning more toward graduate work in management than men/majority graduates. Work-related factors tended to be the most important factors influencing engineers' career decisions; female/minority graduates were more apt to cite a wider variety of factors than male/minority graduates. Men were more apt than women to cite relevant work experiences and hobbies as factors influencing their career decision. Engineers had relatively high self-perceptions. Men were more likely to assess their athletic, mechanical, and visualization abilities higher than women, but women rated their artistic, mathematical, and interpersonal-relations abilities higher than men. (Author/JN)

ED 229 266 SE 041 548

Johnson, Karen L.
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Cross Cultural Studies; Cultural Influences; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; *Field Studies; Language Role; Mathematical Vocabulary; *Mathematics Curriculum; *Mathematics Instruction; Teaching Methods; Textbooks; Workbooks
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This report summarizes field work at Kero School in Papua New Guinea, one of five community schools participating in the ongoing research and development efforts of the Indigenous Mathematics Project (IMP). The introductory material describes the site, the school setting, and the community setting. Background on the IMP teacher and the size of classes in grades 2, 4, and 6 are noted. The teacher's lack of organizational and planning skills is reported. In the evaluation of instructional materials, teacher's notes, and learning aids, several suggestions for improvement were noted, especially the need for more details in the teacher's notes. It was observed that while the upper two grades used English readily, the teacher often switched to Imbonggu or Pidgin to help pupils in grade 2. Brief comments are given on classroom interaction and the results of student interviews. The combination of dedicated teacher and supportive community were viewed as components of successful schooling at this site. (MNS)

ED 229 280 SE 041 587

Krajkovich, Joseph G.
A Survey of Accidents in the Secondary School Science Laboratory.
New Jersey Science Supervisors Association.
PUB DATE- May 83
AVAILABLE FROM- David Sousa, West Orange Board of Education, 22 Municipal Plaza, West Orange, NJ 07052 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accident Prevention; Accidents; *Injuries; Laboratory Procedures; *Laboratory Safety; Questionnaires; *School Accidents; Science Education; Science Equipment; Science Experiments; *Science Laboratories; Secondary Education; *Secondary School Science; State Surveys; Teacher Characteristics
IDENTIFIERS- New Jersey

A survey of 102 New Jersey secondary school science teachers, department chairpersons, and supervisors concerning their laboratory accident-rate was conducted during the 1981-82 school year. Results indicate that accidents occur on a weekly basis even among a sample of experienced teachers who were interested in safety. The number of accidents reported was 4,721, which is equivalent to 1.29 per teacher per week. Thirty-seven percent of the respondents reported a major accident had occurred in their teaching experience (one requiring a doctor's care). Other findings of importance were that laboratory facilities appear to be less than comprehensive in the area of eye safety and those teachers with advanced degrees and the most experiences have significantly fewer accidents. Questionnaire used in the survey, comments concerning survey question C2 ("Do you feel that authors forewarn you enough as to the safety of a proposed laboratory experiment?"), list of major accidents reported (from those included in the survey), and list of other accidents reported not included in the survey are provided in appendices. (JN)

ED 229 295 SO 014 598

Plant, Mark; Welch, Finis
Measuring the Impact of Education on Productivity. Working Paper #261.
California Univ., Los Angeles. Dept. of Economics.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Economic Research; *Education; Investment; *Measurement Techniques; Outcomes of Education; *Productivity; *Research Methodology

A theoretical and conceptual analysis of techniques used to measure education's contribution to productivity is followed by a discussion of the empirical measures implemented by various researchers. Standard methods of growth accounting make sense for simple measurement of factor contributions where outputs are well measured and when factor growth is exogenous. For education and other forms of producer capital, which are legitimately viewed as intermediate products, the standard techniques seem less desirable. An alternative growth accounting technique, derived using tools similar to those used to analyze consumer's surplus is proposed. A direct analogy with the consumer's case is given. (Author/RM)

ED 229 311 SO 014 660

Thomas, Ruth G.
The Managing Independent Living Program and the Development of Reasoning Processes.
PUB DATE- 7 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Abstract Reasoning; Career Development; Cooperative Programs; Correctional Rehabilitation; Decision Making; Institutionalized Persons; *Logical Thinking; *Personal Autonomy; Postsecondary Education; Problem Solving; Program Descriptions; Rehabilitation Programs; Secondary Education; *Self Determination; *Self Help Programs

The Managing Independent Living Program provides instruction in reasoning skills to analyze career and life planning, housing, and consumer needs of persons in transition. Although the program was implemented and tested with adult female offenders, it is readily adaptable to both institutionalized and noninstitutionalized persons and for secondary school instruction. Cognitive skills emphasized in the curriculum include the ability to conceptualize problems; analyze situations; set priorities and goals; develop a decision-making process; generate alternatives; locate, organize, assess, process, and use information; determine controllable and uncontrollable elements in a situation; predict consequences; and structure time and events. For example, participants think through how they might change the level of economic resources available to them. Group and individualized instruction are used; participants work on their own goals and problems and move through the process at their own rate. The program has been successful for participants with a wide range of intellectual abilities and fosters cooperation between universities, state agencies, institutions, and the community. (Author/KC)

ED 229 326 SO 014 696

Iglitzin, Lynne B.
Social Studies in the Eighties: Old Problems, Current Trends, New Responses.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Basic Skills; Citizenship Education; Economic Climate; *Educational Practices; *Educational Trends; Elementary Secondary Education; Employment Potential; Futures (of Society); Job Skills; Politics; Problems; *Relevance (Education); *Social Studies

In a time when social studies education is considered non-essential and is forced to justify its existence, the importance of citizenship education cannot be ignored. Current economic trends have caused some schools to question the need for social studies, thereby offering fewer courses and limiting funding for materials and professional meetings. Part of the solution to this problem is to define the role of social studies and to offer national guidelines and standards for educators. It is also important that students become informed citizens, able to deal with the "new realities of politics" by exercising their own judgments in dealing with the complexities of government. Marketable skills are important in today's society. By providing all citizens with an education, rather than merely information, social studies is a contributing factor to the development of these skills. (BY)

ED 229 342 SP 022 061

Terry, Gwenith L.; Eade, Gordon E.
The Portfolio Process: New Roles for Meeting Challenges in Professional Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Teachers; *Competency Based Teacher Education; Elementary Secondary Education; Evaluation Methods; Inservice Teacher Education; *Portfolios (Background Materials); Probationary Period; Self Evaluation (Individuals); Teacher Certification; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- University of West Florida

The Portfolio Process, piloted by the University of West Florida and recently mandated by the Florida State Board of Education as the central element of the Florida Beginning Teacher Program, is a model for professional development of teaching competence. The portfolio is both a product and a process. As a product, the portfolio is a personalized compilation of information from multiple sources. Each piece of data included is placed in the notebook as a means of representing the individual's teaching competency and/or work toward increasing competency. The portfolio as a process includes three stages within a given cycle: (1) collection of data to support teaching competence; (2) review and analysis of data by a support team; and (3) commitment to a plan of action by the teacher. During the data collection stage of the process, each participant analyzes his own strengths and needs in each competency area, makes decisions concerning where and how the work begins, and collects data from various sources. During the second stage, the teacher presents evidence of competence to a support team who, in conferences with the teacher, reviews and analyzes the data. The final stage involves the teacher and support team agreeing on a plan of action for the teacher. This three-stage process is repeated until the desired level of competence is reached. (JM)

ED 229 358 SP 022 233

Denton, Cliff; Postlethwaite, Keith
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
Oxford Univ. (England). Oxford Educational Research Group.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Ability Identification; *Academically Gifted; *Checklists; Foreign Countries; *Informal Assessment; Secondary Education; Secondary School Teachers; Skill Analysis; Standardized Tests; Student Characteristics; Student Evaluation; *Teacher Attitudes; *Test Reliability
IDENTIFIERS- England

A 2-year project investigated the ability of secondary school teachers to identify the top 10 percent of students in each of four subjects, English, French, physics, and mathematics. The students were tested on a wide range of aptitudes and attitudes at the beginning of their third form (ninth grade). Teachers were asked to list students they considered high or outstanding in potential in their subject. Encouraging levels of agreement were found in all four subjects, though there was some evidence of errors in physics and French. Test-identifiable characteristics of the teacher-selected students were examined to discover clues to possible biases affecting teacher judgment. Physics teachers tended to place emphasis on general ability rather than subject-specific abilities, while French teachers tended to select students with favorable attitudes toward the subject. Subsequently, the school sample was divided into two groups. One group of teachers made ability selections in the same way as before, while the other filled in a subject-specific profile of aptitudes using checklists as an aid to identification. The conclusion was reached that the checklists had little effect on the ability of teachers to identify able students. (JD)

ED 229 374 SP 022 268

Houtkooper, Linda; And Others
Sports Nutrition.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Nutrition and Food Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Athletes; Athletic Coaches; *Athletics; Eating Habits; Elementary Secondary Education; Exercise Physiology; Foods Instruction; Health Education; *Health Needs; Human Body; *Needs Assessment; *Nutrition Instruction; Physical Education; *Physical Fitness

This kit provides coaches, physical education teachers, and health professionals with current nutrition information and guidelines for applying that information in classes and athletic training programs. The kit contains four components. A "Key Terms" section provides an index to nutrition-fitness terminology and concepts. The instructional materials section contains information on: (1) sports-nutrition essentials; (2) fitness assessment and conditioning; (3) nutrition and athletic performance; and (4) nutrition-fitness assessment skills training. A directory provides information on how to obtain nutrition and fitness education materials, audiovisual aids, and nutrition-fitness assessment tools. The reference section lists resources used to develop the kit. Additional reference information is appended, including suggestions for classroom activities; sample high-carbohydrate daily food game-plans; a chart of recommended dietary allowances (RDA) for adolescents; a Cooperative Extension Service (Arizona University, College of Agriculture) publication on nutrition and fitness; tables containing the nutritive value of foods; and a sports-nutrition posttest, with answer key.

ED 229 390 TM 830 202

Marklund, Sixten
Applicability of "Standards for Evaluations of Educational Programs, Projects and Materials" in an International Setting.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Change; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *International Studies; *Program Evaluation; Reading Comprehension; Science Education; *Standards
IDENTIFIERS- *Standards for Evaluation Educ Prog Proj Materials; Sweden (Stockholm)

This paper is a reaction to the "Standards for Evaluations of Educational Programs, Projects and Materials," focusing on the applicability of these standards. The evaluation of programs almost without exception deals with the evaluation of change of programs, taking the form of comparative studies, and being valued according to how the program resembles or deviates from other programs. The actual foundations for a program evaluation are different on both sides of the Atlantic. A set of standards in America is only partly applicable in Europe. Despite the clear, well thought-out, and systematic structure of these standards, the value of them outside of the United States stands the risk of being limited to becoming mainly of technical nature. Evaluation examples of educational programs (reading comprehension and science education) show how data from a program evaluation can be used in different ways and be interpreted differently according to the different educational political goals. The conclusion of a revision of standards is that these are valuable and should always be aimed at, but that they cannot conceal the diversions in educational political values, which are the great problems in the evaluations. (Author/PN)

ED 229 406 TM 830 302

Connor, Ethel Green
An Analysis of Bias in the Selection of School Outliers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Bias; Black Students; Differences; Elementary Secondary Education; *Family Characteristics; *Institutional Characteristics; Multiple Regression Analysis; *Predictor Variables; *School Effectiveness; Spanish Speaking; White Students
IDENTIFIERS- FLorida Statewide Assessment Program; *School Outliers

A study was conducted to detect possible bias in the prediction of school achievement with family background variables and the effects of biased selection on the classifications of exceptional schools. Bias was examined by testing the equality of subpopulation regressions for predominately Black, Hispanic and White school subgroups. Significant intercept differences were detected among the subgroup regressions. The effectiveness indices obtained from a multiple regression analysis which failed to control subgroup differences were significantly different from those of a model which accounted for intercept differences. The average effectiveness index for the predominantly Black schools was significantly smaller when intercept differences were not controlled. The indices of Hispanic schools were significantly larger and those of White schools were unaffected. Failure to account for differences among subgroup regressions was found to alter the outcomes of studies aimed at identifying school outliers (schools in which the student enrollment performs significantly above or below expectation). (Author)

ED 229 423 TM 830 323

Chase, Clinton I.; And Others
A Competency Based Achievement Program with Local Standards.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Academic Achievement; *Achievement Tests; Educational Assessment; Elementary Secondary Education; Local Norms; *Minimum Competencies; Program Development; *Program Effectiveness; Scores; Standardized Tests; State Norms; *State Programs; *State Standards; *Testing Programs
IDENTIFIERS- *Comprehensive Assessment and Program Planning; *Indiana

The study reports achievement data over four school years (1978-82) from standardized tests administered to approximately one million students per year in the state of Indiana. The reports show the percent of students performing in each of three bands of stanines--1,2,3; 4,5,6; 7,8,9. Representative grades from primary, intermediate, junior/middle, and high school are included. Subject areas include reading, composition, spelling, social studies, mathematics, and science. All achievement score information comes from reports sent to the state educational agency by each local public school district, as well as each certified private school in Indiana. Overall, Indiana students performed significantly better than national norms in all areas assessed and showed some gains in the years that the state's educational improvement program has been in effect. Achievement shows up slightly better in primary and intermediate levels than at junior/middle and high school. Results in spelling do not show up quite as well as other areas assessed. In general, results contradict current national alarm over achievement in the nation's schools. (Author/PN)

ED 229 439 TM 830 343

A School District Guide for Evaluating Programs for the Gifted.
New York State Education Dept., Albany. Div. of ESC Education Planning and Development.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academically Gifted; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Utilization; Formative Evaluation; Needs Assessment; *Program Evaluation; Questionnaires; Rating Scales; *School Districts
IDENTIFIERS- *Ethnic Heritage Studies Program

This manual is designed to help local school district personnel evaluate programs for gifted pupils. It is not intended to replace evaluation which relies on strict statistical analysis. It can, however, supplement the results of such evaluation or, in the absence of such evaluation, provide a picture of the coherence and consistency of the components of a program for the gifted. The manual contains a Documentation Questionnaire, which a school district can use to describe the various components of its program, and an Evaluation Rating Scale, which is to be used to assess the information presented on the Documentation Questionnaire. The preliminary sections of the manual are intended to provide a background for program evaluation and instructions for filling out the two instruments. The following program components are considered: (1) needs assessment, (2) program goals and objectives, (3) rationale, (4) staffing, (5) identification, (6) instructional program, and (7) evaluation. The purpose of each component and the focus the evaluation of each component will take are discussed. Instruments used to assess gifted individuals are included in the appendix. (Author/PN)

ED 229 454 UD 022 620

Stolte, Joanne B.; Rosen, Pamela Clark
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Educational Research; Educational Researchers; Elementary Secondary Education; *Equal Opportunities (Jobs); Females; Leadership Training; *Management Development; Minority Groups; Needs Assessment; *Program Implementation; *State Departments of Education; *Technical Assistance

This manual provides a step by step guide, delineating the process by which an external agency can work with State Education Agencies (SEAs) to help increase the participation of ethnic minorities and women in educational research and development and management. Based on a model program designed and implemented by Research for Better Schools (RBS), the manual recommends specific practices for developing leadership skills in these target groups. The program is organized into three stages, parallel to the manual's three major chapters. Stage one provides the initiating agency with a mechanism for establishing positive working relationships with the State, as well as for determining specific needs to be addressed by the project. Stage two describes procedures and activities necessary for creating awareness, training, and providing technical assistance. Effective follow up tactics are also addressed in this stage. Finally, methods to be used by an initiator to ensure an ongoing program autonomous of the initiating agency are addressed in the third stage. Extensive appendices to the volume include journal articles, correspondence, and needs assessment and other technical assistance materials. (AOS)

ED 229 468 UD 022 746

Holmes, Manford L.
TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.; Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Nov 77
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Information Dissemination; *Information Utilization; *Linking Agents; *Problem Solving; *Staff Role; Urban Education
IDENTIFIERS- California (Oakland); *Documentation and Technical Assistance Project; Illinois (Chicago); Oregon (Eugene)

One of the aims of the Documentation and Technical Assistance (DTA) Project is to apply educational information that has been utilized for problem solving in one organization to other settings with their own unique characteristics. Within the staff of the DTA project, the position of Technical Assistance-Documentation Linker (TA-Doc Linker) was created for this purpose. This paper examines the manner in which the TA-Doc Linkers from the Chicago, Illinois, and the Eugene, Oregon/Oakland, California, technical assistance regions have developed their roles. Structural and interactional aspects of the roles played by these staff members are described and brief background on the features of each region's technical assistance efforts is offered. The Eugene/Oakland project is characterized as reflecting solidarity and mutual support within the DTA team, while the Chicago region is said to have emphasized contacts between DTA staff and people from the school sites where problem solving was applied. In contrasting differences between the two TA-Doc Linkers' approaches, two factors are cited as important: (1) geography, as a potential aid or handicap to information flow; and (2) assumptions and beliefs regarding the differential use of face to face information. It is stressed, however, that both TA-Doc Linkers succeeded in maximizing the use of information from the nine research sites being studied by the documentation team. (Author/GC)

ED 229 481 UD 022 761

Brown, Robert P.; Hyde, Arthur A.

Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.

Center for New Schools, Inc., Chicago, Ill.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Apr 78
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Role; Elementary Education; Junior High Schools; *Organizational Development; *Parent Participation; *Problem Solving; School Community Relationship; School Desegregation; *Technical Assistance; Urban Schools
IDENTIFIERS- Documentation and Technical Assistance Project; *Imaginative Educational Cooperation Project

This case study describes the Imaginative Educational Cooperation (IEC) Project, a program that focused on organizational development and participative decision making in two city schools. The IEC was one of nine programs chosen by the Documentation and Technical Assistance (DTA) Project as representing exemplary strategies for problem solving in urban schools. The DTA study originally intended to examine both the failure of previous IEC technical assistance efforts at Jensen Junior High School, and ongoing conflict between the office of the superintendent and Washington Elementary School. However, a decision by the central office to close the latter school in 1976, as part of a countywide desegregation plan, shifted most of the project's attention to that school. In addition to outlining aspects of the IEC organizational development plan and describing efforts to keep the elementary school open, this paper discusses four areas: (1) increasing decision making by parents; (2) improving uses of outside resources; (3) follow through to children; and (4) building collaborative school-community governance structures. Special attention is given to the role of the school principal, staff interrelationships, and contact between staff and parents. The paper also considers implications of the IEC project for building a sustained capacity for problem solving at the local school level. (GC)

ED 229 496 UD 022 783

Cotayo, Armando; And Others
George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; *Career Planning; English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; *Program Effectiveness; Program Implementation; *Spanish Speaking
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education

The Bilingual Academic and Career Orientation Program (BACOP) at George Washington High School in New York City is a basic bilingual secondary education program with a career orientation focus. In 1981-82, the program offered bilingual instructional and supportive services to 250 Hispanic students of limited English proficiency in grades nine through eleven. Other program activities included staff training, provision of opportunities for parent involvement, and curriculum development. This report describes the program context, components, participants, activities, and evaluation. Evaluation results indicate that, in general: (1) participants met the criterion objective for English; (2) participants did not show significant improvement in Spanish language skills; (3) over half of the participants passed teacher-made tests in mathematics, science, and social studies; and (4) the attendance rate of the program participants was higher than the school-wide attendance rate. Recommendations for program improvement are presented. A description of the program evaluation plan is provided in the appendix. (MJL)

ED 229 296 SO 014 599

van Dijk, Teun A.
Towards a Model of Ethnic Prejudice in Cognition and Discourse.
Prepublication/Working Paper No. 1.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Discourse Analysis; *Ethnic Bias; *Ethnic Discrimination; Ethnic Groups; Ethnic Relations; Interviews; Schemata (Cognition); *Social Attitudes; *Social Cognition; Social Science Research; Socioeconomic Influences
IDENTIFIERS- *Netherlands

In this study of ethnic attitudes in the Netherlands, the cognitive nature of prejudice and its manifestation in discourse are examined. In the Netherlands, in formal and public situations, overt discrimination is exceptional or indirect; however, in more informal situations negative ethnic attitudes are evident. Historical and socio-cultural reasons are discussed. A random sample of 50 Dutch persons were asked what they liked and disliked about living in Amsterdam and what they thought about foreigners. The interviews were casual encounters in public places. The ethnic opinions expressed are systematised and described in terms of ethnic group schemata. A systematic discourse analysis is made of the thematic structures, the local coherence and semantic functions, the stylistic and rhetorical structures, the argumentations and narrative structures, and the controversial strategies of the interviews. It is shown that these various structures can be interpreted as indications about the underlying structures and strategies of opinions and their expression in social situations. (RM)

ED 229 327 SO 014 697

Kleinfeld, Judith; Shinkwin, Anne
Getting Prepared: Nonformal Education in Boy Scouts.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Community Involvement; *Educational Assessment; Educational Research; Individual Development; Leadership Qualities; *Nonformal Education; *Outcomes of Education; Parent Attitudes; Self Actualization; Self Concept; Skill Development; Social Development; Volunteer Training
IDENTIFIERS- *Boy Scouts of America

An intensive study of boys' experiences in two Boy Scout groups shows that scout programs provide important educational functions that schools and homes do not. Detailed field notes were taken on 75 events of the 2 groups, semi-structured interviews were conducted with 20 boys and their parents to explore what parents and boys felt they were getting out of scouting, and diaries kept by the parents were analyzed. Results show that scout programs help young boys develop a sense of themselves as people who are broadly competent, who know how to take charge of a group and get things done, and who have obligations to the community and its institutions. Scouts can perform these functions because it is a nonformal, private, and voluntary organization. Precisely because scouts provide an educational setting without the critical importance of school, it can place boys in significant roles and tolerate significant errors. As a voluntary institution, it is far more suitable than schools for teaching the importance of voluntary obligations. (RM)

ED 229 407 TM 830 304

de Oliveira, Terezinha Rodrigues; Elliot, Ligia Gomes
Evaluation Standards: Reorganization for the Brazilian Educational Reality.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Improvement; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; Foreign Countries; Program Development; Review (Reexamination); *Standards; *Validity
IDENTIFIERS- *Brazil; Conceptual Frameworks; Joint Committee on Standards for Educ Evaluation; *Standards for Evaluation Educ Prog Proj Materials

A reorganized version of standards to be utilized for those who are involved with educational evaluation in Brazil was the result of a critical review of evaluation standards which were originally elaborated by the Joint Committee on Standards for Educational Evaluation. The conceptual framework for the critical review comprised logical principles. Different methodological procedures--connection, complementation and formulation--were applied during this review. The reorganized version includes 20 standards: six related to utility aspects, three concerned with feasibility, five dealing with propriety features, and six related to accuracy characteristics of evaluations. (Author)

ED 229 424 TM 830 325

Wells, Kathleen M.
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Critical Thinking; Decision Making; *Interdisciplinary Approach; Models; Problem Solving; Program Effectiveness; *Program Evaluation; *Program Implementation; Secondary Education; *Test Construction
IDENTIFIERS- *Critical Thinking Skills Performance Assessment

Kamehameha Schools (Honolulu, Hawaii), a privately funded program with approximately 2,000 students and 175 teachers grades 7-12, is implementing a school-wide curriculum evaluation program. As part of this program, the departments of mathematics, science, social studies, counseling, human relations, speech and English collaborated in the development and administration of a Critical Thinking Skills Performance Assessment. The assessment was designed to check the ability of 12th graders to: understand information related to a serious social issue, decide on a plan of action to solve some aspect of the problem, and organize the information and their plan of action into a logical case to gain the support of community "decision-makers." The assessment was administered to a sample of 90 male and female students of low, moderate and high ability. Two sessions totalling 4.5 hours were allowed for administration. Student "cases" were evaluated by four to five teachers using a structured rating sheet. Results indicate that the majority of students have not mastered critical thinking criteria set by our teachers. Plans are being made for staff and curriculum development leading to more explicit instruction in thinking skills, common criteria for evaluation of student skills across departments and on-going assessment at the school level. (Author)

ED 229 440 TM 830 345

Kirsch, Judith, Comp.
Tests and Testing for Bilingual Children: A Bibliography of Literature.
National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 81
CONTRACT- NIE-400-80-0040
AVAILABLE FROM- InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Blvd., Suite B2-11, Rosslyn, Virginia 22209. (Price on request).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Bilingual Education; Elementary Secondary Education; Measurement; Program Development; *Resource Materials; *Testing; Test Reviews; *Tests

This annotated listing cites tests, guides, dissertations, journal articles, research reports, reference materials, and conference papers and proceedings regarding tests and testing for bilingual children. Items cited were published between 1964-81. The listing is one of a series of bibliographies from a computerized database, Bilingual Education Bibliographic Abstracts. The 85 entries were compiled to provide access to resources, materials, research, and developments in testing. Each entry contains an abstract describing the contents of the materials. Both a title and an author index are included. (Author/PN)

ED 229 497 UD 022 791

Torres, Judith A.; And Others
Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Attendance; *Bilingual Education Programs; English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Reading Achievement; Science Instruction; Social Studies; *Spanish Speaking
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education

Project Superemos, conducted at Seward Park High School in New York City, was implemented in order to supplement the school's instructional services in English as a Second Language, native language arts, and bilingual instruction. The project provided supportive services necessary for mainstreaming into the regular school curriculum approximately 150 Hispanic, limited English proficiency students in grades nine through eleven. These services consisted of personal, academic, and career counseling, as well as peer tutoring, home visits, and referrals to outside agencies. Also conducted through the project were staff development and participation activities. Evaluation of the project's first year results showed: (1) statistically significant improvement in native language reading ability among participants; (2) improved performance on teacher-made mathematics and science tests; and (3) higher attendance rates among participants than among the general school population. However, the overall course passing rate for project participants did not meet the stated goals, except among ninth graders. (GC)

ED 229 208 RC 014 045

Jung, Richard K.

The Impacts of Block Grants on the Governance of Federally Supported Bilingual Education Programs: Lessons Learned from Previous Block Grant Legislation.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Bilingual Education; *Block Grants; *Categorical Aid; *Educational Finance; Educational History; *Educational Legislation; Elementary Secondary Education; Federal Programs; Federal State Relationship

IDENTIFIERS- Lau Remedies; Lau v Nichols

While most categorical programs are subject to problems stemming from local, state, and Federal overlap, the problems produced by these parallel structures in bilingual education appear to be dissipating through local capacity-building, increased state legislation for bilingual education, and Federal awareness of its role and support for state and local education agencies' efforts. In reviewing the track record of block grants, the Advisory Commission on Intergovernmental Relations recommended the use of block grants instead of categorical programs "only under certain conditions." Three of these conditions do not seem to apply to most federal support of bilingual education: a high degree of consensus over general purposes among the Congress, the Federal administering agency, and recipients; widely shared program needs both geographically and jurisdictionally; and the broad functional area to be covered existing as a major component of the recipient's traditional range of services and direct funding. Major implications of these conditions for educational policymakers include: Congress and the Administration should encourage a wider dissemination and closer scrutiny of research on previous block grants; a systematic review should be made of present programs to determine which, if any, might logically be combined under a single authorization; and a systematic effort should be made to query the bilingual arena to obtain suggestions for improving intergovernmental relations. (NQA)

ED 229 223 SE 041 423

WESTPAC workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.
PUB DATE- 80
AVAILABLE FROM- Secretary IOC, UNESCO, Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTIONS- Ecology; Foreign Countries; *Ocean Engineering; *Oceanography; *Transportation; Wastes; *Water Pollution; Workshops
IDENTIFIERS- *Pacific Region; *Pollutants

Provided is a 4-page summary of the WESTPAC (Western Pacific) Workshop On Coastal Transport of Pollutants and five appendices. Workshop objectives were to review present knowledge of the physical dispersion, accumulation, and transportation of pollutants, and analytical methods and data processing in the Western Pacific Region; identify major research problems expected to be carried out in the coming 5 to 10 years, emphasizing study of methods and techniques of field measurements, and processing of data obtained; and to make recommendations for research and training problems and for cooperative data/information exchange in the region. Included in the summary are workshop mechanics (such as opening statements and administrative arrangements), lists of papers presented, list of accepted research projects, and highlights of training/data-exchange projects. Appendices include workshop agenda, list of participants, recommendations, and descriptions of 7 proposed research projects, and the proposed training and data-exchange projects. Title, background information, justification, and long-range/immediate objectives are provided for each project. (Titles and availability for 24 other Intergovernmental Oceanographic Commission final reports are included). (JN)

ED 229 238 SE 041 438

Champagne, Audrey B.; And Others
Effecting Changes in Cognitive Structures Amongst Physics Students.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; Cognitive Processes; College Science; Comprehension; *Concept Formation; Elementary School Science; Elementary Secondary Education; Higher Education; Instructional Design; *Physics; Problem Solving; *Schemata (Cognition); *Science Education; *Science Instruction; Secondary School Science; Teaching Methods
IDENTIFIERS- Misconceptions; Science Education Research

The existence, before any formal physics instruction, of schemata which lead to an idiosyncratic interpretation of real world events, which physicists see as exemplifying principles of physics, is now well established. Because these interpretations are often at variance with physicists' interpretations, they have been labeled, among others, "alternative schemas," or "misconceptions." Studies suggest that these schema are extremely resistant to change during formal instruction, particularly in mechanics. Consequently, there has been considerable interest in attempts to design instruction to facilitate cognitive structure change. Several strategies, derived from detailed descriptions of the cognitive structures and problem-solving strategies of individuals with various levels of physics and expertise, appear to be promising. Provided in this report is the current status of investigations of the extent to which the strategies do facilitate change, identification of strategy features which may be significant in promoting change, and the appropriate modification of the strategies in light of their use. The report includes a brief description of the broad structure of the instruction and probes used to gather information about aspects of students' cognitive structures (middle school students: N=13 and college students N=6), results (indicating a change in cognitive structure of the college student), and conclusions. (JN)

ED 229 252 SE 041 454

Hunter, Charles M.; Williams, Joseph

A Year of Basic Skills Testing and Compensatory Education in Louisiana.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Basic Skills; *Compensatory Education; *Educational Assessment; *Educational Research; Language Arts; Mathematics Achievement; *Minimum Competency Testing; Reading Achievement
IDENTIFIERS- *Louisiana

This paper examines the major influences of state minimum standards of pupil proficiency in reading, writing, and mathematics; state curriculum guides; basic skills testing; and a state-funded compensatory/remedial program on public schools in Louisiana since 1980. The state testing program is described in some detail. Its influence in the home is briefly noted, and its influence in the regular classroom is considered in sections devoted to classroom instruction, student assessment, staff development, and time and resources spent on testing. The influence of the compensatory program on lowest performing students is discussed. Finally, influences on school policy are considered, with sections on promotion/retention and use of test results. (MNS)

ED 229 267 SE 041 549

Rowe, Robert D.
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Cross Cultural Studies; Cultural Influences; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; *Field Studies; Language Role; Mathematical Vocabulary; *Mathematics Curriculum; *Mathematics Instruction; Teaching Methods; Textbooks; Workbooks
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This report summarizes field work in Muglamp, Papua New Guinea, one of five community schools participating in the ongoing research and development efforts of the Indigenous Mathematics Project (IMP). It begins with an introduction to the site, the school setting, and the community setting. The teacher's history and the number of students in one grade 2, one grade 4, and two grade 6 classes are briefly noted. The evaluation of instructional activities indicated that the teacher did not have many problems implementing the lessons, although some suggestions were made to improve the teacher's notes. The learning aids were in general found to be appropriate and effective. Observations of language-use revealed that lessons were taught in English and Pidgin, with the latter used in decreasing amounts in grades 4 and 6. Classroom interaction was noted as predominantly teacher-centered, with questioning used often. Finally, student interviews are briefly reported. Overall, the IMP materials were found to be well-designed for this site. (MNS)

ED 229 281 SE 041 590

Pfundt, Helga
The Atom - The Final Link in the Division Process or the First
 Building Block? Pre-Instructional Conceptions about the Structure of
 Substances.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Atomic Structure; Chemistry; Cognitive Development;
 *Concept Formation; *Concept Teaching; Foreign Countries;
 Interviews; Junior High Schools; *Matter; Physics; Science
 Education; *Science Instruction; Scientific Concepts; *Secondary
 School Science
IDENTIFIERS- Science Education Research; *West Germany

The hypothesis as to the atomic structure of any given substance is introduced in many physics and chemistry textbooks by conveying the idea of repetitive division of a given amount of substance, for example, by grinding, dissolving, or evaporating. The rationale for this approach is the assumption of students inferring that this process of subdivision cannot be executed idenfinitely; that is, that there exist smallest possible subdivisions which in turn constitute the discontinuous structure of the undivided substance. Classroom conversations and interviews were conducted on the diffusion of ether and on the effect of changing the volume of a given portion of air upon temperature change. Empirical findings show that, on the one hand, many students (N=49) assimilate easily the idea of dividing a substance into smallest particles when dissolving or evaporating it. On the other hand, only a few students seem ready to acknowledge these particles as preformed building blocks of matter. In this respect, the approach seems to be inadequate. Comparisons, drawings, and interpretations offered to students in the later sections of interviews are included in an appendix. (JN)

ED 229 312 SO 014 664

Siegfried, John J.; Raymond, Jennie E.
Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
Vanderbilt Univ., Nashville, TN. Dept. of Economics and Business Administration.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Career Choice; *Economics; Educational Research; Females; Higher Education; *Majors (Students); Males; *Student Characteristics; *Undergraduate Study

A survey of 1,080 senior economics majors at 48 colleges and universities in the United States is reported. Questionnaires were administered in classes, by mass mailings, or through economics clubs. Although institutions were selected to provide a representative distribution of respondents, variations in response rates created too few participants from the West, Southwest, and larger institutions; too many from private schools; and too few from public institutions. Due to sample selectivity, students were also high academic achievers. Students' main undergraduate goals were to develop the ability to think clearly and to do self-directed learning. Most majored in economics because of their interest in the subject and a view that an economics major would provide them better employment opportunities. An analysis of students' academic performance revealed that both quantitative and verbal skills were important. Writing term papers appeared to enhance achievement on the economics Graduate Record Examination (GRE). No discernible effect of high school economics courses on participants' grade point average or economics GRE scores existed. Almost all students in the sample planned to continue their education beyond the bachelor's degree, but over half intended initially to work for a few years in general management, sales and marketing, analysis, research, and economist positions. (KC)

ED 229 343 SP 022 152

A Teacher Survey NEA Report. Computers in the Classroom.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computers; Computer Science Education; Educational Media; Educational Needs; Educational Technology; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Teacher Attitudes; *Teacher Response
IDENTIFIERS- National Education Association

This report is based on data gathered from the National Education Association's (NEA) survey, "Computers in the Classroom," which involved 1,028 elementary and secondary school teachers' responses to a questionnaire gathering information about their knowledge of computers, instructional experience with computers, and opinions regarding a number of computer-related topics, such as inservice training, public school policy, and the effects of computer use on students. Chapter 1 provides an introduction to the survey. Chapter 2 reviews survey procedures. Chapter 3 describes the support and preparation of responding teachers for computerization in education. Teachers who use computers in the classroom are described in chapter 4. In chapter 5, teachers who use computers are compared with teachers who do not. Chapter 6 concludes the report with a summary of survey results and a discussion of their implications for policies of the NEA and its various state and local affiliates. Also included in the report are 36 tables and 5 appendices, containing a glossary of computer survey terms, copies of the survey materials used, descriptions of response patterns and statistical analyses, and a summary of federal initiatives for education and technology. (JM)

ED 229 359 SP 022 234

Denton, Cliff; Postlethwaite, Keith
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
Oxford Univ. (England). Oxford Educational Research Group.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- Ability Grouping; *Ability Identification; *Academically Gifted; Checklists; Foreign Countries; *Informal Assessment; Inservice Teacher Education; Secondary Education; Secondary School Teachers; Skill Analysis; Standardized Tests; *Student Characteristics; Student Evaluation; *Teacher Attitudes; *Test Reliability
IDENTIFIERS- England

In the second year of a project investigating the ability of secondary school teachers to identify high-ability students, two questions were addressed: what student characteristics influenced teachers' judgments, and why checklists appeared to have little impact on teachers' judgments. A structured approach was developed to study student characteristics to which teachers were sensitive when making judgments on ability. This approach sought to determine the scope of teachers' knowledge of students, and how this knowledge corresponded with judgments based on students' test scores. Checklists were modified to make them more workable. Extensive classroom observations were made to establish if relevant clues to ability could emerge from day-to-day activities. A number of behavioral and motivational influences on teacher judgments, as well as those based on student test scores, were observed. It was concluded that teachers' assessments were sufficiently high for them, combined with refined checklists, to be considered relevant. (JD)

ED 229 375 SP 022 269

Houtkooper, Linda; And Others
Nutrition Super Stars 7th and 8th Grades .
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Nutrition and Food Service.
SPONS AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Dietetics; Eating Habits; Exercise Physiology; Foods Instruction; Grade 7; Grade 8; Habit Formation; *Health Education; *Human Body; Junior High Schools; Middle Schools; *Nutrition Instruction; Physical Activities; Physical Fitness; *Physical Health; Prevention; *Self Care Skills

This kit is designed to be used as part of health, science, physical education, and home economics education at the middle school level. It provides current information about and describes student learning activities in food, nutrition, physical fitness, and ecology. Class plans are offered for five lesson topics: (1) Food supplies nutrients, which form unique dynamic body composition; (2) Food safety and sanitation prevents food borne illness; (3) Many factors influence eating and activity habits; (4) Fitness levels and eating habits influence health status; and (5) Apply nutrition and fitness knowledge when making food and activity choices. Class plan objectives are summarized at the beginning of each of the five sets of lesson plans, and 43 student worksheet handouts suitable for photocopying are provided. Selected references and instructional aids are included. (JD)

ED 229 391 TM 830 226

Gullickson, Arlen R.
The Practice of Testing in Elementary and Secondary Schools.
PUB DATE- 16 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary School Teachers; *Elementary Secondary Education; Secondary School Teachers; Teacher Education; *Teacher Made Tests; Test Construction; Test Format; *Testing; *Testing Problems; Test Results; Test Theory; *Test Use

Rudman and colleagues (1980) deplored the paucity of descriptive information relative to teachers' test use patterns. The present study addresses the abundant prescriptive, and lack of descriptive information concerning teacher testing. A mailed survey procedure gathered testing practice information from elementary and secondary South Dakota school teachers (n=336) regarding: (1) testing context, (2) test construction, (3) test administration, (4) test analyses, and (5) test results. The survey indicated that teachers use a variety of testing techniques, but only teacher-made objective tests play a major evaluative role across all grade levels and curricular areas. There appear to be three important factors which influence teacher practice: time, expertise, and tools available for teachers' use. Nearly 20 percent of in-class time is devoted to test-related activities. This substantial time investment is a strong argument for skill in the practice of testing; however, most teachers have limited preparation in the area. Improved practices require changing the habits of teachers and educating them to overcome their lack of knowledge of sophisticated tools (e.g., calculators, microcomputers). Perhaps the most clear need is for a return to development of measurement techniques that will be appropriately used in the classroom. (Author/PN)

ED 229 455 UD 022 622

Cibulka, James G.; And Others
Inner-City Private Elementary Schools: A Study.
REPORT NO.- ISBN-0-87462-463-0
PUB DATE- 82
AVAILABLE FROM- Marquette University Press, 1324 W. Wisconsin Avenue, Milwaukee, WI 53233 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- Black Education; Catholic Schools; Community Control; Decentralization; Educational Quality; Elementary Secondary Education; *Equal Education; *Low Income Groups; *Minority Groups; Parent Attitudes; Private School Aid; *Private Schools; Religious Factors; School Community Relationship; *School Policy; Student Behavior; Surveys; Teacher Characteristics; *Urban Education
IDENTIFIERS- Elementary Secondary Education Act Title I

This book, based on a survey of parents, teachers, and principals affiliated with 54 private schools in eight cities, examines the mandate for and effects of private education for low income, predominantly minority, urban populations. The study was directed toward exploring first why low income, minority parents choose private schools for their children and, second, the problems that characterize these schools. The book's first chapter reviews the racial and ethnic, religious, socioeconomic and educational background, and the family structure of the clientele of inner city private schools. Chapter two reviews the religious and educational values that lead parents to select such schools. The next three chapters focus on the issue of egalitarianism in inner-city private school administration and governance, teacher characteristics and attitudes, and school admissions and expulsion policies. Chapter six reviews students' social and academic behavior, based on survey data. The final two chapters discuss school effectiveness and consider the survivability of inner-city private education from a public policy perspective. Appended to the book are details of the study's methodology. The book also includes 66 tables of statistical data. (GC)

ED 229 469 UD 022 749

Meara, Hannah
Mutual Adaptation: Using Outside Information in Educational Practice.
Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
School Capacity for Problem Solving Group.
PUB DATE- 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adoption (Ideas); Educational Change; *Educational Improvement; Elementary Secondary Education; *Information Utilization; *Technical Assistance; Urban Schools
IDENTIFIERS- Documentation and Technical Assistance Project; *Mutual Adaptation

This paper explores the concept of mutual adaptation in the process of information transfer for school improvement. The analysis is based on the experiences of technical assistance teams of the Documentation and Technical Assistance Project (Chicago, Illinois), which sought to link research and practice by helping schools to improve their problem solving capacities through the use of information from nine school improvement projects. Mutual adaptation in information transfer is described as the continuous altering of new information to fit the intellectual organization of the information recipient, and the concomitant restructuring of the recipient's intellectual organization to accommodate the structure of the new information. The paper examines experiences in mutual adaptation in the process of transferring information from the nine sites to other schools, from the perspectives of information offerers and recipients. The influences on mutual adaptation of collective groups (such as the staff who receive information and assistance, principals of recipient schools, and district administrations) are also analyzed. It is suggested that successful information transfer and utilization for school improvement greatly depends on the presence of mutual perception and acceptance between information offerers (or technical assistance groups) and recipients. (Author/MJL)

ED 229 482 UD 022 762

Montesano, Patrick J.
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Apr 78
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cooperative Programs; *Educational Improvement; Educational Resources; Intermediate Grades; Parent Participation; *Resource Centers; *Staff Development; Teacher Improvement; *Technical Assistance; Urban Schools
IDENTIFIERS- Documentation and Technical Assistance Project; *Inner City Consortium IL; Mini Schools

This report describes, from a technical assistance viewpoint, a 3-year renewal program conducted in a New York City intermediate school. The program was one of nine selected as a demonstration site by the Documentation and Technical Assistance (DTA) Project, with the purpose of applying educational research to enhance the problem solving capacity of urban schools. This program took place as a result of a decision to convert the intermediate school into a complex of minischools. The collaborators (the school staff, the Inner City Consortium, and a university) proposed four major courses of action to support the renewal effort: (1) develop a teacher resource center in the school; (2) develop experience based training for the school staff; (3) develop, with the local school board, means of applying the project's results in other schools; and (4) support the development of a school based planning team consisting of staff, parents, and students. The report discusses the background and experiences of the collaborators and explores activities undertaken. Two basic conclusions are drawn: first, that the school community had developed its own mechanisms for planning and change prior to the project; and (2) that the support and resources provided by the technical assistance groups were deemed satisfactory by the school only when the groups agreed with what the school planners wanted to see accomplished. (Author/GC)

ED 229 253 SE 041 455

Keranto, Tapio
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8.
Tampere Univ., Hameelinna (Finland). Dept. of Teaching Training.
REPORT NO.- ISBN-951-44-1403-9
PUB DATE- Apr 83
LANGUAGE- Finnish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; *Cognitive Processes; Correlation; Elementary Education; *Elementary School Mathematics; *Learning Theories; Mathematical Concepts; *Number Concepts; Primary Education
IDENTIFIERS- *Mathematics Education Research; *Piaget

This report, written in Finnish with a 10-page summary in English, concerns research on the interrelationship between Piagetian operations, various aspects of information processing capacity and mathematical thought processes and strategies related to number and measurement. In a theoretical discussion, Piaget's research on mathematico-logical thinking in the light of information-processing theory is discussed. In the experiment, 35 first-grade pupils were interviewed individually; the tasks presented to them are described. Piagetian abilities appeared to predict arithmetical performance and especially strategies. Information processing capacity appeared to be closely tied to specific content. Sequence skills were also reported to be related to arithmetical performance, as well as to Piagetian abilities. (MNS)

ED 229 282 SE 041 924

Sacks, Arthur B., And Others

Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Troy, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Aug 83

CONTRACT- 400-78-0004

AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.75).

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- Attitude Measures; Citizen Participation; *Conservation Education; Curriculum Development; Elementary Secondary Education; Energy; *Environmental Education; *Global Approach; Higher Education; Instructional Development; *Literature Reviews; Nonformal Education; Postsecondary Education; *Program Descriptions; Science Education; *Teacher Education; Training Methods; Undergraduate Study

IDENTIFIERS- Acid Rain; *Environmental Education Research

Provided in three major sections are selected papers presented at the 1982 Conference of the National Association for Environmental Education. The first part contains four invited addresses on environmental issues and two symposium papers related to the Global 2000 Report to the President. Topics of addresses focus on education/citizen participation, acid rain, and the Reagan Administration's environmental policy. The seven essays that follow give the practitioner's perspective on environmental education programs, approaches, and issues. Included in the final section are 14 research and evaluation papers. These are presented in four subsections focusing on: (1) environmental history (Unsung Heroes of the Environmental Movement); (2) environmental education research problems and issues, including an analysis of 10 years of research reported in volumes 3-12 of the Journal of Environmental Education; (3) inservice teacher education; and (4) four additional research/evaluation papers: a summary of arguments against use of values clarification in public education; an investigation of relationships between sex-role identification and degree of environmental concern, knowledge, and personal commitment; technique for facilitating citizen participation; and a discussion of photovoltaics in the soft energy path. Appended is a list of the "Selected Papers" volumes in the "Current Issues" Series. (JN)

ED 229 297 SO 014 604

Szalay, Lorand B.; Strohl, Jean Bryson

American, Jordanian, and Other Middle Eastern National Perceptions.

Institute of Comparative Social and Cultural Studies, Inc., Washington, D.C.
SPONS. AGENCY- Defense Nuclear Agency (DOD), Washington, DC.
PUB DATE- Feb 81
CONTRACT- DNA001-79-C-0341-P00001
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Anxiety; Comparative Analysis; *Cross Cultural Studies; Foreign Countries; *Foreign Policy; Group Unity; Higher Education; Individualism; *International Relations; Nationalism; Peace; *Psychological Patterns; Research Methodology; Social Science Research; *Student Attitudes
IDENTIFIERS- Egypt; Israel; *Jordan; United States

International perceptions of Jordanian university students are compared with those of American, Egyptian, and Israeli students. The sample consisted of 50 students from each country; results concentrate on Jordanian perceptions. Assessments were based on the Associative Group Analysis (AGA) which reconstructs perceptions and attitudes characteristic of national/cultural groups from their free word associations. Jordanians tended to be conflict-ridden and laden with perceived threats and fears of aggressive, expansionist intentions. When compared to a 1977 assessment, an increase in their longing for peace, less concern with military threat, more concern with violence and security, and a deterioration in their image of the United States was evident. Egyptian and Israeli perceptions were similar to the Jordanian emphasis on group and family unity, while Americans valued individualism and autonomy. The document also discusses the role of psychological disposition in international relations and in shaping political events, needs and problems identified by public policy offices, and strategies for social science research on foreign populations. Appendices contain the U.S. and Jordanian response lists and a discussion of the AGA methodology. (KC)

ED 229 328 SO 014 699

Walshak, Lynn G., Comp.
Afro-Americans: A Bibliography of U.S. Government Documents Indexed in the Monthly Catalog of U.S. Government Publications, Jan. 1970 through July 1982.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Black Achievement; *Black Culture; *Black Education; *Black Employment; Civil Rights; Elementary Secondary Education; Government Publications; Higher Education; Housing Discrimination; Mental Health; Physical Health; *Socioeconomic Status

A total of 194 government speeches, agency reports, studies, and hearings relevant to Black Americans are cited in this annotated listing. The articles are concerned with the social, psychological, educational, and economic achievements of blacks and with their cultural heritage. All publications were indexed in the "Monthly Catalog of U.S. Government Publications" from January 1970 through July 1982. Entries are listed alphabetically by author or title; in addition to the annotation, information includes item number, Monthly Catalog entry number, Superintendent of Documents class number, format, and indicates if the publication was issued in microfiche. A subject index is provided. (KC)

ED 229 376 SP 022 270

Houtkooper, Linda; And Others
Nutrition Super Stars 5th and 6th Grades .
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Nutrition and Food Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; Dietetics; *Eating Habits; *Foods Instruction; Food Standards; Grade 5; Grade 6; *Health Education; Human Body; Intermediate Grades; *Nutrition Instruction; *Physical Fitness; Physical Health; Physiology

This nutrition and physical fitness curriculum kit provides a means for students, teachers, parents, and school health and food service staff to learn about the nutritional value of food and the relationship of food and physical fitness to growth, development, and health; develop food and activity habits which promote good health; and share this knowledge with family members and the community. Fifth and sixth grade class plans for nutrition instruction identify objectives for the lesson, list instructional aids, outline learning activities, and offer pertinent explanatory information on the lesson topic. Topics covered include: (1) cells and energy nutrients; (2) body composition; (3) food-energy measurement, and structural and regulatory nutrients; (4) nutrient identification, and vitamin, and mineral review; (5) metabolism and digestion; (6) body types; (7) nutrition status assessment; (8) factors which influence eating habits; (9) environmental foodways; (10) food labeling and advertising; (11) fueling body cells, pulse rate, and exercise; (12) physical fitness; (13) personal fitness test; (14) personal fitness; (15) dental health, snacks, and calories; (16) nutrient density; (17) goals for healthful eating, and school lunch; (18) nutrition-fitness case studies; and (19) nutrition information evaluation. Testing materials are included as well as selected references and instructional aids. Spirit master originals are provided for classroom use. (JD)

ED 229 392 TM 830 281

Finley, Carmen J.; Elman, Annalee
A Computerized System for the Evaluation of Achievement in Title I.
PUB DATE- 14 Apr 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Achievement Rating; Compensatory Education; *Computer Programs; Elementary Secondary Education; Federal Legislation; Program Design; *Program Evaluation; *State Departments of Education; *Summative Evaluation
IDENTIFIERS- Elementary Secondary Education Act Title I; *Title I Evaluation and Reporting System

This paper describes a computerized system designed and developed for the purpose of simplifying and improving scoring and summarizing the achievement of students participating in Title I programs. The goal of the evaluation and reporting system is to provide meaningful and comparable information about Title I projects at the school building, school district, state, and federal levels. The data are reported from each Title I project. These data are entered on coding sheets and show identifying information for the school district, the building, and each student within the building. Developed originally for use in Iowa, the system is presently being used in some form in four states. Local districts report raw scores to the State Department of Education, along with proper test identification. The system enters raw scores and other identifying information and produces summary reports by school building and district. It also gives a diagnosis of selected evaluation procedures and what percent of students were affected if improper procedures were used. The system has both reduced the reporting burden for local districts and increased the accuracy of the aggregated state reports. (Author/PN)

ED 229 408 TM 830 305

Shiffler, Nancy L.
Evaluating Individualized Programs.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- Apr 83
CONTRACT- G007903009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Criteria; Individualized Instruction; *Individualized Programs; Intervention; *Outcomes of Education; *Program Effectiveness; *Program Evaluation; Special Programs
IDENTIFIERS- *Causal Inferences; Intervention By Prescription Project

Several current approaches to evaluation stress the importance of making explicit the conceptual structure of a program--displaying the hierarchically related transactions which explain the program's movement from a set of "inputs" to a set of desired outcomes. However, individualized programs present particular difficulties in establishing this line of causality. When the program is the same for all individuals, everyone receiving the same intervention, then the conceptual structure is also the same for everyone--a common ground exists for the nature of the intervention, the outcomes, and the variables. With individualized programs, the specific interventions, outcomes, and rationale may vary from individual to individual. The common ground is now moved to a different level--the program has a common process for generating a conceptual structure for an intervention with each individual case and a common interest in how well the goals of each intervention are met. As a result, the evaluation of the program as a whole must try to integrate the findings from a set of disparate "programs," all having disparate measures of outcome goals. This paper attempts to define some of the difficulties inherent in these circumstances and to describe their impact on the evaluation for a particular individualized program. (Author)

ED 229 425 TM 830 326

Cervero, Ronald M.
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
SPONS. AGENCY- American Council on Education, Washington, D.C. General Educational Development Testing Service.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Adult Education; Employment Patterns; Followup Studies; Graduation Requirements; *High School Equivalency Programs; Intentional Learning; *National Surveys; *Outcomes of Education; Performance Factors; Secondary Education; *Test Coaching; *Test Results
IDENTIFIERS- *General Educational Development Tests

Nearly 15 percent of the high school diplomas issued in the United States in 1981 were based upon performance on the Tests of General Educational Development (GED). The purpose of this study is to describe: (1) the ways that adults prepare for the test; (2) the test performance of population sub-groups, and (3) the test candidates employment and educational outcomes 18 months later. Approximately 80 percent of the candidates prepared in some way for the test. In comparing those who prepared and those who did not prepare in any way, there are significant differences on age, gender, highest grade completed, and race. Performance on the test is significantly related to: highest grade completed, grades while in school, reason for taking the GED test, race, and reason for leaving school. Test scores are not significantly related to age and gender. In addition to the 71 percent who passed the test initially, another 15 percent did so in the subsequent 18 months. About half of the sample indicated that the test helped them qualify for a job. Nearly half the group either are students or have been students in the 18 months following the test. GED candidates typically become students in two-year colleges and on the job training programs. (Author/PN)

ED 229 441 TM 830 346

Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 82
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 90309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Accountability; Achievement Tests; *Beginning Teachers; *Comparative Analysis; Elementary Secondary Education; Minimum Competencies; *Minimum Competency Testing; Norm Referenced Tests; Outcomes of Education; *Public School Teachers; State Programs; *Teacher Effectiveness; *Teacher Selection
IDENTIFIERS- National Teacher Examinations; Teacher Certification Tests (Georgia); Teacher Performance Assessment Instrument

The Southern Regional Education Board (SREB) Task Force on Higher Education and the Schools calls for states "to consider the feasibility of developing a regional assessment of teacher selection techniques" (SREB, 1981). This recommendation reflects concerns about the need for: (1) more states to develop new teacher certification tests, and (2) applicants to be given a state's required test if they have already taken and passed another test required elsewhere. The Task Force strongly endorses a policy of requiring minimal competency of teacher applicants on content areas. The issue of whether there is a relationship between content mastery and the ability to "put it over" continues to be debated. This examines the relationship between the Georgia Teacher Certification Tests (TCT) and the corresponding area tests on the National Teacher Examinations (NTE). A second part of the study examines the relationships between the TCT scores and the ratings on the Georgia Teacher Performance Assessment Instrument (TPAI), and the scores on the NTE and the TPAI ratings. The existing research base is not consistent as to the relationship between teacher testing and student criterion, or teacher performance assessment and student outcomes. Previous research and this study tend to support the idea that a teacher's knowledge base, as measured by a paper-and-pencil test, does not have a linear relationship with the ability to "put it across." (Author/PN)

ED 229 209 RC 014 046

Toro, Leonor; And Others
What's Happening in May? A Salute to Women Educators in Connecticut.
Connecticut State Migratory Children's Program, New Haven.; Hamden-New Haven Cooperative Education Center, Conn.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- May 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Black Achievement; Black History; *Cultural Activities; Cultural Awareness; Cultural Education; Elementary Education; Females; *Leaders; *Learning Activities; *Migrant Education; Poetry; Poets; Politics; *Puerto Ricans; Slavery
IDENTIFIERS- Holidays

Brief information is given on May events celebrated by Puerto Ricans: May Day; Mother's Day; World Red Cross Day; Armed Forces Day; Memorial Day; and the birthdays of Horace Mann ("Father of the Common Schools"), Harry S. Truman, Luis Llorens Torres (poet), Ralph Waldo Emerson (poet), and Patrick Henry (stateman and orator). Designed as a teacher resource, the booklet provides brief information on the contributions of 14 famous Black women to American history: Lorraine Hansberry, playwright; Florence Mills, actress; Mary Church Terrell, fighter for equal rights for women and Blacks; Billie Holiday and Sissiretta Jones, singers; Sojourner Truth and Harriet Tubman, leaders against slavery; Mary E.P. Mahoney, first professional Black nurse; Maggie L. Walker; Augusta Savage, among the first professional Black sculptors; Laura Wheeling Waring, painter; Mary McLeod Bethune, advisor to President Roosevelt in the 1930's and 1940's; Shirley Chisholm, first Black woman in Congress; and Phillis Wheatley, poet. Other famous women discussed include Felisa Rincon de Gautier (Mayoress of San Juan, 1946-1968), Lola Rodriguez de Tio (writer), Antonia Bonilla (Sister Carmelita--civic-religious leader), and Clara Barton (founder of the American Red Cross). The booklet includes a list of 29 historical May happenings, several Mother's Day poems, instructions for making 8 gifts and 3 cards for mom, a short essay on kite flying--including instructions for making an octagonal kite, and several word game and math activities. (NQA)

ED 229 224 SE 041 424

Tien, H. Yuan
China: Demographic Billionaire.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Apr 83
AVAILABLE FROM- Population Reference Bureau, Inc., 2213 "M" Street, NW, Washington, DC 20037. Circulation Department ($3.00 per copy; 2-10, $2.30 ea.; 11-50, $1.90 ea.; 51 or more, $1.50 ea.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTIONS- Age; *Birth Rate; Demography; *Family Planning; Foreign Countries; Infant Mortality; Marriage; Minority Groups; *Policy; *Population Distribution; Population Education; *Population Growth; *Population Trends; Sex
IDENTIFIERS- *China

This document reviews China's population trends and policies since the People's Republic was founded in 1949. Areas addressed include: population growth before 1949, population growth from 1949-1982, and policy responses to population growth (including wan xi shao: later marriages, longer intervals between birth, and fewer children); mortality reduction; fertility; age/sex composition; marriage; ethnic minorities; education and illiteracy; quality via eugenics; population distribution and policy (urban distribution growth and current urbanization policy); family planning programs (from wan xi shao to one child, from voluntarism to incentives, and one-child campaign results); and current issues and outlook. Selected findings follow. The 1.008 billion July 1982 census total was nearly double the some 540 million population of 1949. Stressing late marriages, long birth intervals, and a two-child family helped halve the reported birth rate from 33.61/1000 population in 1970 to 17.9 in 1979 when the one-child-per-couple drive was launched to counter the impact of the arrival at marrying ages of the large 1960s baby boom generation. Barriers to the one-child family are persistent male preference, inadequate public support for the elderly, high one-child benefit costs, and the new agricultural responsibility system which makes children again valuable as contributors to family income. (Author/JN)

ED 229 239 SE 041 439

Morris, J. Richard
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report.
Virginia Commonwealth Univ., Richmond.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
REPORT NO.- SED-82027
PUB DATE- 82
GRANT- NSF-SED-80-12447
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Algebra; *College Mathematics; College Science; *Computer Graphics; *Computer Programs; *Computer Science; Higher Education; Mathematics Curriculum; *Mathematics Instruction; *Microcomputers; Trigonometry

This project was designed to improve the graphing competency of students in elementary algebra, intermediate algebra, and trigonometry courses at Virginia Commonwealth University. Computer graphics programs were designed using an Apple II Plus computer and implemented using Pascal. The software package is interactive and gives students control over events occurring in a lesson. The student types in answers or otherwise replies to questions, plots points, and takes quizzes at appropriate places in the lesson. The student can see graphs drawn quickly and accurately; concepts covered in the classroom are reinforced by these supplementary lessons. A list of seven available graphics lessons is given and each is briefly described: introduction to the keyboard, linear equations, what's my line (game on linear equations), inverse functions, quadratic equations, parabola game, and exponential functions. Specifications are also included for eight yet-uncoded lessons on exponential, logarithmic, and trigonometric functions. Appendices provide samples of input and output, plus abstracts of two papers on the project. (MNS)

ED 229 268 SE 041 550

Saxe, Geoffrey B.
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).

SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Arithmetic; Cognitive Development; *Cognitive Processes; Cross Cultural Studies; Cultural Differences; *Cultural Influences; Educational Research; Field Studies; Language Role; *Mathematics Education; Mathematics Instruction; Number Concepts; *Number Systems; *Problem Solving
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This brief report from the Indigenous Mathematics Project focuses on the way in which numerical reasoning is changing in the Oksapmin community of Papua New Guinea as a function of participation in new social institutions: economic exchange with currency and enrollment in school. Each of these new institutions means that arithmetic problems are framed in certain types of social interaction, in a culture which traditionally had no arithmetic problems. Their numeration system consists of enumerating 27 positions on the upper body with the 10 fingers, with some provision for counting further. How does one consider adding the nose to the shoulder? How they have adapted their indigenous system in order to communicate about currency is described in relation to problems at the tradestore. An examination revealed that adults with different levels of experience with a money economy solved problems in dramatically different ways. The school provides formal instruction on how to solve problems (in English). An arithmetic test showed that many children in grade 2 used the indigenous system, but only 10 percent used their bodies by grade 6. Interviews indicated the strategies they used. The report concludes that across both contexts the Oksapmin people are inventing new ways of using their traditional numeration system. (MNS)

Choices: A Unit on Conflict and Nuclear War.

Massachusetts Teachers Association, Boston.; National Education Association, Washington, D.C.; Union of Concerned Scientists, Cambridge, MA.

REPORT NO.- ISBN-0-8106-1425-1
PUB DATE- 83
AVAILABLE FROM- NEA Professional Library, Box 509, West Haven, CT 06516 (Stock No. 1425-1-00, $9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Aggression; *Conflict Resolution; *Disarmament; Futures (of Society); *International Relations; Interpersonal Communication; Junior High Schools; Learning Activities; Modern History; National Defense; *Nuclear Warfare; *Peace; Social Studies; Student Projects; Units of Study

Ten lessons on the evolution of the nuclear arms race, the nature and consequences of using nuclear weapons, and new ways that conflicts among nations might be resolved are presented for the junior high school level. The unit contains age-appropriate materials to equip students with skills and knowledge to understand what choices can be made to ensure a peaceful and secure future. Also, conflict is addressed on a personal level so that students can analyze their own behavior and understand the importance of communicating, negotiating, and dealing with aggression through nonviolent means. Specific topics covered are the effects of the first atomic bomb; conflict on a personal level; communication, negotiation, and compromise; nuclear war; the arms race; escalation; relations between the United States and the Soviet Union; reducing risks of nuclear war; the development of one's own opinions; and the use of imagination in considering alternative futures. For the final lesson students embark on a group or class project that will allow them to act on their own knowledge and feelings. Students are involved in simulation and role play, and in doing case studies, and worksheets. Each lesson lists goals, activities, and materials required. Reproducible student worksheets and quizzes are also provided. Appendices contain a list of resource materials, fact sheets and background information, teacher and student glossaries, and forms for teacher and student evaluations. (KC)

ED 229 344 SP 022 163

Kirk, Edward L.
Workshops for Teachers.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; Evaluation Methods; *Group Dynamics; *Inservice Teacher Education; Problem Solving; *Program Development; *Teacher Participation; *Teacher Workshops

In the introduction to this monograph on the workshop as an effective educational function for inservice teachers, the need for inservice education is discussed as well as the particular value of workshops in meeting that need. The historical background of workshops is outlined in the second chapter, including selected definitions of workshops and discussions on characteristics of various types of workshops. The difference between a course and a workshop is delineated. Chapter 3 presents guidelines on organizing and conducting a workshop. Salient topics include: (1) how a workshop can be started; (2) workshop staff; (3) materials for the workshop; (4) how the workshop is operated; (5) duration of the workshop; (6) what topics are covered in a workshop; and (7) summary of workshop organization. The final chapter covers general principles for evaluating a workshop. A table, which lists and describes 16 techniques most commonly used for inservice teacher education, is included. (JD)

ED 229 360 SP 022 235

Martin, Ann
An Annotated Bibliography of Literature Dealing with the Need for Death Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annotated Bibliographies; *Attitude Change; Curriculum Development; *Death; *Educational Needs; Elementary Secondary Education; Grief; Health Education; *Positive Reinforcement; *Social Attitudes; *Student Attitudes; Teaching Methods

Pertinent information concerning the need for death education in the schools from the early elementary level and beyond is provided in this annotated bibliography. The first section deals with viewpoints of death and dying from different groups: children, adolescents, young adults, and the terminally ill. In the second section, approaches to the development and implementation of death education are discussed. These approaches are categorized as applicable to the above mentioned groups. The third section deals with teaching the terminally ill child. Appendixes contain questionnaires and inventories used in the study, curriculum suggestions, an outline of a death education unit, and sources for additional information. (JD)

ED 229 456 UD 022 639

Basic Skills in the U.S. Work Force. The Contrasting Perceptions of Business, Labor, and Public Education.

PUB DATE- Nov 82

AVAILABLE FROM- Center for Public Resources, 680 Fifth Avenue, New York, NY 10019 ($20.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - General (140)

DESCRIPTIONS- *Basic Skills; Business Responsibility; Competence; *Cooperative Programs; *Educational Improvement; Educational Responsibility; *Education Work Relationship; High Schools; Job Performance; *Labor Needs; *School Business Relationship; Surveys; Unions

This report describes the results of a survey designed to explore the problem of deficiencies in the basic skills of secondary school students. Three perspectives were sought: that of the corporate sector, of labor unions, and of school systems. Information in the report is based on (1) survey returns from nearly 200 businesses and 123 school systems throughout the United States; (2) an examination of literature on basic skills competencies and on industry-school relationships; and (3) interviews and correspondence with labor leaders, business, and school system officials. First, definitions of the terms "basic skills" and "competency" are explored. The present nature of basic skills deficiencies among secondary school graduates, as described by businesses participating in the survey, is then reviewed. Among the areas discussed are reading, writing, mathematics, reasoning, speaking and listening, and science. Productivity costs resulting from these deficiencies are outlined. Finally, activities that may be undertaken by both the corporate and public education sector in order to redress the problems described are explored, with a focus on industry-school cooperation. Appended to the report are further discussions of the study's methodology and analytical categories, as well as more detailed presentations of data collected. Also attached are brief descriptions of various corporate and cooperative basic skills training programs. (GC)

ED 229 498 UD 022 794

Reynolds, William Bradford
Legitimizing Race as a Decision Making Criterion: Where Are We Going?
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 29 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affirmative Action; *Civil Rights Legislation; Equal Education; *Equal Opportunities (Jobs); *Federal Government; Government Role; *Law Enforcement; *Racial Discrimination; Reverse Discrimination
IDENTIFIERS- *Reagan Administration

The Assistant Attorney-General for Civil Rights argues that preferential treatment to individuals based on their race cannot be justified under the law. Reynolds reviews the drafting of the Constitution and notes that the Constitution wronged blacks when it accorded them a fractional status of free persons. The doctrine of "separate-but-equal" dictated public policy for over fifty years until it was struck down by the Supreme Court as unconstitutional in the 1954 "Brown vs. Board of Education" decision, he observes. The "Brown" decision and subsequent legislation such as the Civil Rights Acts of 1957, 1960, 1964, and 1968, and the Voting Rights Act of 1965, Reynolds suggests, were intended by Congress to be colorblind. Thus, he contends, it is the Reagan administration policy to enforce the civil rights laws to their maximum extent and to consider "affirmative action" to be discriminatory if it bestows advantage on members of a particular group. An alternative policy to racial quotas in educational and employment situations would be to evaluate people of all races on the basis of their qualifications, Reynolds suggests. (AOS)

Major, Judith Strand
Arts and the Curriculum for the 80s.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO.- ISBN-0-7743-8062-4
PUB DATE- 83
AVAILABLE FROM- Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($3.00); Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- Affective Objectives; *Art Education; Artists; Community Resources; Comparative Education; Core Curriculum; *Curriculum Development; Educational Change; Educational Needs; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Integrated Curriculum; Interdisciplinary Approach; Museums; Professional Development; Program Descriptions; Teacher Attitudes
IDENTIFIERS- Artists in Schools Program; Ontario

Learning factors that are improved by K-12 arts programs include perception, awareness, concentration, uniqueness of thought style, expression, inventiveness and problem solving, confidence and self worth, and motivation. The arts have been taught as an addition to the basic curriculum, not as part of the basic curriculum. This will continue unless we dispel the notion that the cognitive and affective domains are entirely separate from one another. Essential to the development of arts-integrated curricula is each teacher's ability to understand, feel comfortable with, and hence implement program change. Arts programs should be provided for all students, not only the highly talented. Community resources should be a vital component in the developing of arts programming. The development of the arts in Ontario in the past 15 years has been paralleled by an outstanding growth of "artists in the schools" programs. Appendices contain statistics on the growth of the arts in Ontario, examples from curriculum guides showing how the arts can be integrated into the core curriculum, a professional development plan, and descriptions of museum programs. A bibliography is also provided. (RM)

ED 229 470 UD 022 750

Cohen, David K.
Teaching Practice. Documention and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Competence; Elementary Secondary Education; Higher Education; *Interaction; *Job Performance; *Occupations; *Teaching (Occupation)
IDENTIFIERS- Documentation and Technical Assistance Project

This paper presents a conceptual analysis of the nature of teaching and similar practices (including law, psychiatry, and social work), and examines how these differ from other practices. Chapter I defines practice; discusses common elements of practices (such as skills, knowledge and outputs); and describes teaching as an indeterminate practice whose outputs cannot be distinctly specified, and whose materials are human beings. Chapter II investigates the nature of uncertainty and commitment in indeterminate practices; explores how skills and knowledge are adapted to deal with uncertainty; and examines procedures that lead to apparently competent performance, given uncertainty about skills and outputs in indeterminate practices. Chapter III analyzes the nature of competence in practice, and suggests that the usual concept of competence may need to be altered for indeterminate practices, where (1) competence often results from not knowing exactly what produces competent performance; and (2) commitment of the materials of practice (such as students) may be a more important component of competence than practitioners' skills and knowledge. Finally, chapter IV explores the social features of practice; identifies areas where competence may need to be adapted to the social character of practice; and considers the importance and implications of viewing competence in social, rather than technical, terms. (Author/MJL)

ED 229 483 UD 022 763

Davis, Jacqueline Peek

School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.

Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Apr 78
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Demonstration Programs; Educational Improvement; High Schools; *Organizational Development; *Problem Solving; *Professional Development; *School Business Relationship; *Urban Schools
IDENTIFIERS- *Coalition of Business and Educ Collaboration NY; Documentation and Technical Assistance Project; *School Self Improvement Project NY

This case study documents the evolution and implementation of the School Self Improvement Project, an experimental program carried out in two New York City high schools by the Coalition of Business and Education Collaboration (CBEC). Established in the mid 1970s, the program was one of nine at sites chosen by the Documentation and Technical Assistance (DTA) Project as representing exemplary strategies for problem solving in urban schools. The general intent of the self improvement project is described as the involvement of CBEC in the educational planning process in order to maximize the use of available resources in the school settings. Four goals are outlined: (1) stimulation of personal involvement and responsibility in school planning and professional development; (2) learning and application of organizational development techniques; (3) development of particular supervisory skills among administrators; and (4) development of capacities for self analysis, feedback, and refinement of self improvement processes. Activities developed to carry out these goals are detailed, as are modifications in the original program model. Appended are plans from each of the participating high schools, professional development materials, and DTA field data collection forms. (GC)

ED 229 254 SE 041 456

Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982).
Iowa Univ., Iowa City. Science Education Center.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Computer Oriented Programs; Concept Formation; Creativity; *Curriculum Development; Educational Improvement; *Educational Objectives; *Educational Trends; Elementary School Science; Elementary Secondary Education; Policy Formation; Relevance (Education); Science Activities; *Science Curriculum; *Science Education; *Science Instruction; Science Supervision; Secondary School Science; Teaching Methods
IDENTIFIERS- Computer Uses in Education; *Science and Society

The National Science Teachers Association (NSTA) Horizons Committee met in Iowa City (Iowa) before the 1982 Curriculum Update Conference. The committee was charged with planning a new future of science education. The thinking of the members of the Horizons Committee provided the framework for the 1982 conference. These proceedings represent a record of the thinking, deliberations, and outcomes of their efforts and, in a sense, represent a status report concerning the directions envisioned by some of the current leadership in science education. Areas and issues addressed include: aspects of a renewal in schooling and education; learning from past mistakes; status of precollege science/mathematics education; computer use in the science curriculum; activity-based curriculum projects for societal issue courses (includes a bibliographic list of activities/projects matched to science/society issues); a brief review of the Individualized Science Instructional System (ISIS); naive conceptions of science and instruction; and NSTA's 1982 Search for Excellence program. Other areas/issues considered include developing creativity as a result of science instruction; crisis in the science classroom; linking teacher behaviors to student outcomes; science educators and policy makers; teaching citizens about science/technology, relevance in science education; need for solutions for lingering problems; and supervision and teaching perspectives. (JN)

ED 229 298 SO 014 611

Miller, Frances A.
Good Reading from and about Australia for 10-15 Year Olds.

PUB DATE- 82
AVAILABLE FROM- Frances A. Miller, 24 Fairfax Road, Bellevue Hill, N.S.W. 2023, Australia ($1.00, 5 or more, $0.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Childrens Literature; *Cultural Awareness; Cultural Background; Elementary Secondary Education; Foreign Countries; Nonfiction; *Novels; *Short Stories
IDENTIFIERS- *Australia

Approximately 100 novels and other fictional works featuring Australian settings and themes are cited in this annotated bibliography. Appropriate for ages 10-15, the books were chosen for a non-Australian reading audience interested in learning more about the country. Books are listed under the following topics: Australia in the beginning, convict colony, discovery of gold, the new century (1900-1950), outback settings, country settings, city/town settings, humorous tall tales, fantasy and childhood, and short story collections. Five nonfiction books are also cited. Each entry lists author, title, publisher, age level, and includes a brief synopsis. A glossary of Australian terms is included. (KC)

ED 229 345 SP 022 164

Ochoa, Anna S.
Globalizing the Professional Component of Teacher Education: Considerations for Reform.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Strategies; Curriculum Design; Educational Change; Educational Objectives; *Global Approach; Higher Education; International Studies; *Preservice Teacher Education; Schools of Education; Teacher Attitudes; Teacher Certification; *Teacher Education Curriculum

Ways and means for changing the professional component of teacher education programs to enable future teachers to create learning environments that reflect global/international dimensions are examined. In the first section, the ineffectiveness of teacher education courses in preparing teachers with a global outlook is discussed. It is pointed out that little, if any, international coursework is required for the students' general academic studies. Constraints and facilitators in the context of teacher education organization are considered in the second section. The lack of control of colleges of education over the broad education of their students is pointed out, as well as economic and political factors which inhibit changes in curriculum. It is noted, however, that world developments and trends, untapped faculty and student resources, and widening interest in international education may facilitate changes in preservice education curriculum. A program based at Florida International University is described as an example of the successful development of a global curriculum. The third section outlines fundamental needs to be met in reforming the professional component of teacher education programs. Identifying and securing commitments to clear and comprehensive goals is cited as a primary consideration. In the final section, recommendations are made on actions to be taken to support global education reform. (JD)

ED 229 361 SP 022 237

Yelon, Stephen L.; And Others

Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning.

PUB DATE- 23 Feb 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Curriculum Design; Higher Education; *Instructional Innovation; *Participative Decision Making; Preservice Teacher Education; *Program Development; Program Evaluation; Student Teaching; *Teacher Education Programs; *Teacher Participation; Teacher Responsibility; *Teacher Role

Four alternative approaches to the standard teacher education program are currently being offered at Michigan State University. Each alternative program provides instruction on the effective teaching of school subjects, but each option emphasizes a particular aspect of the teacher's role: (1) fostering academic learning; (2) teaching in heterogeneous classrooms; (3) decision making under conditions of multiple and competing demands and expectations; and (4) fostering personal and social responsibility. The thematic emphasis of each program allows the student to obtain both a broad preparation for teaching subject matter and an indepth preparation in one of the major role requirements of professional teaching. All coursework required for professional preparation, including student teaching, is taken as part of a coherent program of study. Students proceed through each program as members of a group. The conceptual focus, objectives, and special features of the program that centers on teacher decision making is described. An evaluation of these alternative teacher preparation programs in their initial stage of implementation is presented. (JD)

ED 229 393 TM 830 282

Aleamoni, Lawrence M.
Components of Teaching as Measured by Student Ratings.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Evaluation Methods; Higher Education; Instructional Development; *Instructional Improvement; Instructional Materials; *Models; *Student Evaluation of Teacher Performance; Student Teacher Relationship; Teacher Behavior; *Teacher Effectiveness; Teaching Styles

If one assumes that the purpose of education is to change student behavior as a result of some definite course of instruction, then an objective of educational research should be to determine what procedures or techniques best produce the desired behavioral changes. If a course has been effective, then there could be a large number of components in that course contributing to its effectiveness. This paper defines the instructional setting as consisting of nine components that instructors, instructional designers and instructional evaluators would generally agree upon. The nine components are (1) an instructional plan, (2) instructional materials, (3) instructional methods, (4) instructional examinations, (5) instructional evaluations, (6) the students, (7) the instructor, (8) instructor-student interaction, and (9) the instructional arena. Three sources (instructor, departmental peer review committee, and student) were identified as being necessary to provide evaluative information on each of the nine components. This paper presents examples of appropriate evaluative statements for students to use so as not to confuse their input with that of the instructor and departmental peer review committee. (Author/PN)

ED 229 409 TM 830 307

Benor, Dan E.; Hobfoll, Stevan E.
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Clinical Experience; Cognitive Ability; *Evaluation Methods; Foreign Countries; Higher Education; *Medical Students; *Predictor Variables; Summative Evaluation; *Test Construction; Test Validity; Videotape Recordings
IDENTIFIERS- Content Validity; *Integrative Processes; Israel; Multitrait Multimethod Techniques

Prediction of clinical performance of medical students in the clerkship phase was made possible in the earliest phase of medical education by a comprehensive and integrative evaluation instrument entitled "Integrative Examination" (INTEX). A proportional sample of the content learned throughout the year is integrated for measuring knowledge, attitudes and skills on various cognitive levels within the clinical context of patient problems. INTEX was found to be a reliable instrument. Also its scores highly correlate with all the constituents of later clinical assessment, creating a valid multitrait-multimethod matrix. The educational implication of an integrative approach to evaluation is discussed. (Author)

ED 229 499 UD 022 795

A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78.

Commission on Civil Rights, Washington, D.C.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- Blacks; *Economically Disadvantaged; *Educational Attainment; Emotional Problems; Employment Level; *Employment Opportunities; Heads of Households; *Health Needs; Hispanic Americans; Income; Minority Group Children; *Mothers; One Parent Family; Poverty; Quality of Life; Sex Discrimination; *Socioeconomic Status

This report is based on the 1982 Current Population Survey data from the Bureau of Census and examines the declining status of female-headed households in the United States. The study concentrates on White, Black, and Hispanic women and their children. Factors associated with poverty are examined, including marital status, employment, and training and education. Health is cited as a variable that can lead a family into poverty and inhibit its movement out of it. Some of the study's findings are: (1) increases in unwed motherhood and marital breakup contribute to poverty among Black and Hispanic women; (2) teenage pregnancy prevents young mothers from acquiring marketable skills; (3) family socioeconomic status has a moderate influence on children's future economic status; (4) many women who head households remain poor despite their work efforts; (5) occupational choice affects a woman's earnings; (6) the lower the level of educational attainment of women, the higher the poverty rate; (7) inequitable access to vocational training presents barriers for minority women; (8) disadvantaged women lack access to health care; (9) linguistic barriers present problems for Hispanic women; and (10) poverty, particularly among single parents with poor education, is a major cause of emotional stress. (AOS)

ED 229 225 SE 041 425

National Science Foundation. Grants and Awards for Fiscal Year 1981.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-82-2
PUB DATE- 81
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00505-7, $7.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Awards; Contracts; Educational Research; *Engineering; Engineering Education; Federal Programs; *Fellowships; *Grants; Industry; *Mathematics; *Science Education; *Sciences; Scientific Research; Technology
IDENTIFIERS- *National Science Foundation

Provided is a listing of all National Science Foundation (NSF) program grants and contracts awarded in Fiscal Year 1981. The listing is organized by specific NSF programs within these areas: (1) mathematical and physical sciences; (2) engineering; (3) biological, behavioral, and social sciences; (4) astronomical, atmospheric, earth, and ocean sciences (includes National Research Centers and Arctic Research Program); (5) scientific, technological, and international affairs; (6) ocean drilling, United States Antarctic Research Program, and other programs; (7) science and engineering education and fellowships; (8) special foreign currency (includes scientific and technological information, scientific research, international travel); and (9) fellowships and traineeship awards. Awards are arranged by state or country and, within each state or country, by institution. Information provided for each award includes principal investigator(s), project title, award number, project duration, and amount awarded. (JN)

ED 229 269 SE 041 551

Lancy, David; And Others
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).

SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; *Conservation (Concept); *Cross Cultural Studies; *Cultural Influences; Educational Research; Ethnography; Field Studies; Language Role; Mathematical Vocabulary; *Mathematics Education; Mathematics Instruction; Testing
IDENTIFIERS- Indigenous Mathematics Project; *Mathematics Education Research; *Papua New Guinea; Piagetian Theory

Reported are the results of an experiment in which twelve different conservation of length tasks, indicative of passage from Piaget's pre-operational to concrete operations stages of cognitive development, were administered to a sample of individuals from Imbonggu-speaking people, a remote and traditional society in Papua New Guinea. Individuals were systematically selected to represent four varying age levels from 7 to 20 years and four education levels from 0 to 10 years. Results are consistent with neo-Piagetian interpretations of cognitive development which see development proceeding gradually in a continuous rather than stage-like fashion, and as heavily dependent on environmental influences--in this case, English language usage associated with seven or more years of formal schooling. (MNS)

ED 229 314 SO 014 668

Spinks, C. W.
Prophecy, Pulp, or Punt: Science Fiction, Scenarios, and Values.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Descriptions; Fantasy; Higher Education; Literary History; *Science Fiction; Sciences; *Social Change; *Technology; *Values Clarification

A brief history of science fiction and an analysis of its functions precedes a description of a university level course taught at Trinity University on science fiction, technology, and values. Science fiction writing is briefly traced from Mary Shelley's "Frankenstein" through the golden age of science fiction in the 1940s and 1950s to its increasing sophistication in the 1970s. From its beginning, science fiction has been concerned with social issues arising from scientific discoveries. The genre seeks to clarify values surrounding issues generated by these discoveries. Its major focuses are wonderment, technology as generator of new ideas and situations, and the relationship of science to technology. Science fiction has thus become the mythos of industrial and post-industrial societies. The purpose of the course is to probe attitudes about the relationship between technology and values. Readings include Toffler's "The Third Wave," essays on technology and values, a short story anthology, and three novels. The PBS 10-part series, "Connections," is also used. An end-of- semester survey revealed that 83 percent of the students agreed that the course had helped them articulate their views on technology and values. (KC)

ED 229 377 SP 022 273

Nutrition and the Arts. Arizona Nutrition Education & Training Program.

Arizona State Dept. of Education, Phoenix.; Tucson Association for Child Care, Inc., AZ.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Aesthetic Education; *Art Education; *Class Activities; Cooking Instruction; Drama; Elementary Education; Elementary School Students; Foods Instruction; *Interdisciplinary Approach; *Lesson Plans; Movement Education; Music Activities; *Nutrition Instruction; Parent Participation; Visual Arts
IDENTIFIERS- *Nutrition Education and Training Program

This packet contains 12 lesson plans, listing learning activities, for teaching elementary school students about nutrition. The learning activities described involve art and art appreciation, encompassing such areas as drama, music, movement/dance, and visual arts. Recipes and cooking instruction are also included, along with references and notes to parents. (CJ)

ED 229 426 TM 830 327

Frechtling, Joy A.
The Measurement of Effectiveness: Some Methodological Problems.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Data Analysis; Elementary Secondary Education; Evaluation Methods; *Evaluation Needs; Grade 5; Longitudinal Studies; Measurement Objectives; *Measurement Techniques; Norm Referenced Tests; Program Improvement; Reading Comprehension; *Research Methodology; *School Effectiveness; Scores; Trend Analysis
IDENTIFIERS- Experts; Iowa Tests of Basic Skills; *Measurement Problems; Ranking; Residual Scores

This paper highlights measurement issues faced when attempting to assess and interpret results of a school improvement project. Based on the assumption that to measure effectiveness, one must measure a wide variety of school factors, the paper presents a broad perspective on measurement problems and dilemmas in analyzing norm-referenced test data and data obtained through interview, self appraisal, and observation concerning 117 elementary schools. Trend analysis, two forms of residual gains analyses, traditional ranking, and expert judgment methods are compared. Data suggest that school level residual analysis appears to provide the best approach to selecting schools. The individual level residual scores yield a list which overlaps with the school level approach. Trend analysis is the most conservative and yields the fewest schools (which are also identified by residual score analyses). Expert opinion does not correlate positively with residual or trend analyses. Analyses indicated few consistencies over time. The authors conclude with two alternatives--either schools are not consistent in their impacts from year to year or their metric is suspect. (Author/CM)

ED 229 442 TM 830 347

Tasker, C. R.; Osborne R. J.
Working in Classrooms: Learning in Science Project.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Basic Vocabulary; Classroom Environment; *Classroom Observation Techniques; *Classroom Research; Cognitive Style; *Data Collection; Foreign Countries; Interviews; Learning Experience; Preadolescents; *Research Methodology; *Science Education; *Science Projects
IDENTIFIERS- New Zealand

This paper offers practical procedures and suggestions on initiating and carrying out naturalistic classroom observation of the type used in the Learning in Science Project in New Zealand (1980). The initiation of the research requires sensitivity and patience. Once in the classroom the overriding aim is to be unobtrusive and to achieve acceptance by pupils at an almost adult-to-adult level. To relate easily to other people at their level, whether they be principal or pupil, to be sensitive to people's actions and reactions, to be able to ask the question in a way which encourages a suitable response, to be able to make the right comment at the right time, and to know when to be jocular and when to be serious must inevitably depend to a large extent on the researcher's personality. The relevance and usefulness of the practical suggestions must therefore depend on the researcher. The authors maintain the view that if science education research is to develop, then researchers must be found in classrooms confronting the real world of the learner. (Author/PN)

ED 229 457 UD 022 640

Brookover, Wilbur; And Others
Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement.
REPORT NO.- ISBN-0-918452-34-1
PUB DATE- 82
AVAILABLE FROM- Learning Publications, Inc., P.O. Box 1326, Holmes Beach, FL 33509 (write for price).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTIONS- *Academic Achievement; Administrator Role; Educational Assessment; *Educational Environment; Educational Improvement; Elementary Secondary Education; Grouping (Instructional Purposes); *Inservice Teacher Education; Parent Participation; Parent School Relationship; Positive Reinforcement; Principals; *School Effectiveness; *Staff Development; Staff Role; Teacher Effectiveness; *Teacher Influence; Teacher Role; Teaching Methods; Time Factors (Learning)

This book is a set of inservice staff training modules designed to help teachers, administrators, and auxiliary staff to produce high levels of achievement regardless of the socioeconomic level or ethnic make-up of the student population. It operationally defines school learning climate as attitudinal and behavioral patterns which impact on the level of student achievement. Module one calls for replacing negative with positive attitudes by teachers, while the second module investigates the relationship between teacher expectations, student perceptions of teacher expectations and evaluations, and student achievement. Specific roles and responsibilities for different staff members in the school are examined in module three. Module four addresses principles for grouping students in order to maximize achievement and simplify classroom management. The fifth module deals with methods of effective instruction. Ways to maximize allocated time for all students is the subject of module six, while module seven addresses the problem of discipline. Modules eight, nine, and ten discuss methods for student cooperative learning, the use of positive reinforcements such as praise, and the use of assessment data to improve instructional programs, respectively. The final module offers ways to sustain parental involvement in school activities. Appended to each module are lists of suggested activities and additional resources. (AOS)

ED 229 210 RC 014 052

Powers, Stephen; Rossman, Mark H.

Evidence of the Impact of Bilingual Education: A Meta-analysis.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Academic Achievement; *Bilingual Education Programs; Elementary Education; Limited English Speaking; *Longitudinal Studies; *Mathematics Achievement; *Program Effectiveness; *Reading Achievement

IDENTIFIERS- Meta Analysis; *New Mexico (Santa Fe)

C.F. Leyba conducted a longitudinal study (1972-77) of the Title VII Bilingual Education Program in the Santa Fe Public Schools involving 1,257 students in grades 1-6. Three groups were studied: a longitudinal treatment group (LTG) which received uninterrupted bilingual education for a span of years; a nonlongitudinal treatment group which received bilingual education two or more years but only intermittently, due to dropping out and later returning; and control groups which were randomly selected each year from Title VII participating schools. The present study re-examined the Leyba data for the LTG and controls employing meta-analysis to obtain an overall estimate of the effect size of the program in reading and mathematics and to test the effect size for significance. The study used a weighted, unbiased estimate of effect size. Leyba reported a total of 16 comparisons of the LTG and controls in reading and 16 comparisons in mathematics. Data were analyzed using a computer program. Analysis showed an overall effect of the program on the students' mathematics achievement. The overall effect of the program did not reach statistical significance in reading. Results suggested gains for bilingual education students which clearly do not support a hypothesis of deleterious effects of bilingual education. (NQA)

ED 229 240 SE 041 440

Kraus, William H.
The Use of Microcomputers for Mathematics Instruction in Grades 1-4.
Wittenberg Univ., Springfield, Ohio.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SED-82023
PUB DATE- 82
GRANT- NSF-SED-80-12268
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computers; *Educational Games; Educational Research; Elementary Education; *Elementary School Mathematics; *Field Tests; Games; Geometric Concepts; *Mathematics Instruction; *Microcomputers; *Number Concepts; Problem Solving
IDENTIFIERS- *Mathematics Education Research
The purpose of the project was to develop computer games that could be used by students in grades 1-4 as part of their mathematics instruction. Eight games were developed, covering a wide variety of mathematical topics, including number/numeration, computation, geometry, measurement, statistics, and probability. The games were field tested in 20 K-5 classrooms. At each of three different schools a computer was placed in one classroom at a time for approximately four weeks. In each classroom the computer was used as a learning center. Records of student performance in the games were kept and, at the end of the four weeks, students were surveyed about their feelings about using the games and the teacher was interviewed. As a result of feedback from students and teachers, a number of revisions were made in the games. The field testing clearly indicated that instructional games can provide an easy, low-stress, enjoyable introduction to microcomputers for both students and teachers. The students enjoyed and learned from playing the games. (Author)

ED 229 283 SO 014 299

McRoy, James J.
Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies.
PUB DATE- 11 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; Comprehension; Content Analysis; Cross Cultural Studies; *Curriculum Development; *Educational Needs; Educational Research; *History Instruction; Instructional Program Divisions; *Knowledge Level; *Nazism; Secondary Education; Surveys; Teacher Attitudes
IDENTIFIERS- Great Britain; *Holocaust; United States

The content of essays written by randomly selected samples of 1500 U.S. and 500 British secondary students on the topic "What have I learned about Adolf Hitler?" were partitioned into theme-related assertions and analyzed. An experimental group of 150 9th- and 11th-grade male students who had studied the Holocaust also contributed papers that were compared with those in a control sample of U.S. males. General awareness of the meaning of the Holocaust was relatively high for both British and American students, although the former possessed a broader range of knowledge of historical phenomena associated with the event. Students who had studied the Holocaust had a more sophisticated understanding of the topic. Questionnaires soliciting views on curricular issues pertinent to the Holocaust were also completed by 84 voluntarily participating U.S. teachers. Findings suggest that Holocaust curricula should be introduced at the ninth grade and should stress the interplay of psychological and historical factors in genocide within a value-oriented framework. (RM)

ED 229 299   SO 014 623

Fryman, James F.; Wilkinson, Patrick J.
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Annotated Bibliographies; *Census Figures; Federal Government; *Geography Instruction; *Government Publications; Higher Education; Indexes; *Public Agencies; *Research Tools; *Statistical Data; Teaching Methods

Appropriate for college geography students and researchers, this paper briefly introduces basic federal statistical publications and corresponding finding aids. General references include "Statistical Abstract of the United States," and three complementary publications: "County and City Data Book," "State and Metropolitan Area Data Book," and "Historical Statistics of the United States," (published at 10 to 15 year intervals). The Central Intelligence Agency's "World Factbook" is also described. Thematic sources, published every week, month, quarter, or year by a variety of government agencies, include "Agricultural Statistics," "Vital Statistics of the United States," "Morbidity and Mortality Weekly Report," "Handbook of Economic Statistics," "Employment and Earnings," "Climatological Data," and "Current Population Reports." In addition to the decennial Census of Population and Housing, thematic quinquennial censuses are briefly described. Indexes annotated are "American Statistical Index," "Monthly Catalog of United States Government Publications," "Bureau of the Census Catalog of Publications," "Directory of Federal Statistics for Local Areas," "Directory of Data Files," and a user's guide to the 1980 Census of Population and Housing. The user is reminded that the government publishes over 800 statistical periodicals and that reports are involved in continual trade-offs among currency, geographic detail, and subject detail. (KC)

ED 229 471 UD 022 751

Wilson, Stephen H.
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- May 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Community Involvement; *Educational Improvement; Elementary Secondary Education; Improvement Programs; *Parent Participation; Parent Teacher Cooperation; *Participative Decision Making; *School Community Relationship; Urban Schools
IDENTIFIERS- Documentation and Technical Assistance Project

This paper discusses how strengthening connections between the school and its community can help to improve a school's problem solving capacity. The paper is based on data collected by the Documentation and Technical Assistance Project of the Center for New Schools (Chicago, Illinois), from observation of nine school sites which were involved in school improvement projects. Of the nine sites, four emphasized intensive community involvement in school improvement, while the rest emphasized other factors. Analysis of the data indicated that: (1) the usual practice of putting parent representatives on advisory or decision making committees in a token capacity is generally ineffective and neglects the possible contributions that parents can make as active board members; (2) in sites where the community was found to have contributed significantly to problem solving, there had been deliberate efforts to build strong school-community bonds through training and socialization of school staff and community representatives; (3) effective school-community linkages emphasized particularistic rather than universalistic interaction; (4) community elites were important in forging linkages between schools and communities; and (5) strengthened bonds allowed communities to make unexpected contributions such as shielding schools from bureaucratic complications, obtaining special resources, providing skilled adjunct staff, and modifying concepts of school roles. (Author/MJL)

ED 229 484 UD 022 764

Paoli, Lillian
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- May 78
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Board of Education Role; Case Studies; Community Change; *Community Control; Demonstration Programs; High Schools; *Nontraditional Education; Political Influences; Problem Solving; *School Community Programs; *School Community Relationship; Social Change; *Urban Schools
IDENTIFIERS- *Council on Comprehensive Education; Documentation and Technical Assistance Project; New York City Board of Education

This study documents the evolution and implementation of a program directed by the Council on Comprehensive Education (CCE) toward the purpose of realizing community control of a comprehensive high school in New York City. The program was one of nine at sites selected by the Documentation and Technical Assistance (DTA) Project as representing exemplary strategies for problem solving in urban schools. Chapter I outlines the history and purpose of CCE and the goals of the Westlake High School program. Chapter II of the report deals with the struggle for desegregation, decentralization, and community control in New York City during the 1960s discusses the CCE and the program site (Westlake High School) in this context. Chapter III reviews historical and political factors that influenced the development of an alternative educational concept at Westlake, and analyzes mechanisms used to maintain that concept in personnel and program changes. The fourth chapter describes the state of the collaborative structure as a problem solving strategy as it struggled to function in 1975, citing idealism and inflexibility on the part of the leaders as major barriers to adapting the program to the changing composition of the school and community. Chapter V highlights difficulties of the CCE project in 1975-76 and describes its demise. The report's final chapter analyzes lessons learned from the project . Appended are methodological descriptions and various forms and materials used in the project's implementation. (Author/GC)

ED 229 330 SO 014 703

Graye, Michelle D., Comp.; And Others
Invasion of the Anthropods. A Selected Annotated Bibliography to Reference Sources and Periodicals in Anthropology.
Arizona Univ., Tucson. Graduate Library School.
PUB DATE- 21 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Annotated Bibliographies; *Anthropology; Directories; Encyclopedias; Guides; Indexes; Library Materials; *Reference Materials; Research Tools; Scholarly Journals

Over 50 reference materials and periodicals relevant to anthropology are cited in this annotated listing. Anthropological topics include archaeology, educational anthropology, ethnography, linguistics, and human biology. Many of the materials began publication in the early 20th century and have continued to the present; several publications originate in countries other than the United States. Items are listed alphabetically by title under the following categories: abstracts/indexes, atlases, bibliographies, dictionaries/encyclopedias, directories, dissertation, guides/handbooks, journals, library catalogs, and other sources. (KC)

ED 229 362 SP 022 238

Mahler, Sophia; Benor, Dan E.
Short and Long Term Effects of Teacher-Training Workshop in Medical School.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Observation Techniques; Cognitive Development; Cognitive Processes; Foreign Countries; Health Education; Higher Education; Inservice Teacher Education; *Microteaching; *Student Development; Student Participation; *Teacher Effectiveness; Teacher Evaluation; *Teacher Workshops; Teaching Skills; Training Methods; *Videotape Recordings
IDENTIFIERS- Israel

A study measured both short- and long-term effects of an educational workshop designed for teachers in the Faculty of Health Sciences, Ben-Gurion, Israel. Participants were 60 volunteer faculty members who were randomly assigned to one of eight multidisciplinary groups for the 4-day workshop, which aimed at improving teachers' instructional behavior in two dimensions: (1) to replace the traditional teaching modality of lecturing by a pattern which elicits students' self-initiated verbalization (activity dimension); and (2) to use and stimulate the students to use a higher cognitive level of verbal exchange during the lesson (cognitive dimension). The workshop was based on microteaching techniques, and each teacher had 3 presentations in 3 successive days and was invlolved in reviewing approximately 18 additional presentations by colleagues. Group discussion followed each presentation as did observation of the videotaped performance by the presentor. After the workshop, 161 lessons of the 60 teachers were observed along 500 days. Results indicated an increase in both the activity and the cognitive parameter. The new level of performance was sustained for the activity parameter along the entire follow up period. And, although the cognitive level moderately declined after 200 days, the instructional behavior was still significantly different after 500 days. (JM)

ED 229 378 SP 022 275

Gorman, Dean R.; Daniel, Charles
Guidelines for Improving Performance in the Aged.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Gerontology; Motivation; Needs Assessment; *Older Adults; *Physical Activities; *Physical Education; Physical Education Teachers; *Physical Fitness; *Program Development; Psychomotor Skills; Teaching Skills

A learning "recipe" for designing physical activity programs for older adults combines the "ingredients" of safety, relevancy, progression, maturity, motivation, practice, encouragement, fun, feedback, and love. Because the aged represent an increasing number in our society (estimates predict by the year 2000, over 50 million people will be over the age of 65), physical education teachers must start preparing to meet the challenges that this growing number of older adults will present. Worthwhile and relevant programs need to be developed along with specific guidelines for designing skill development programs for the aged. The most effective physical education teachers will be those who: (1) consider the maturation levels of their clients; (2) design fun activities; (3) provide safe learning environments; (4) provide expertise in developing practice routines; (5) use motivational techniques to inspire older adults; (6) offer encouragement; (7) provide appropriate and timely feedback; (8) attempt to make activities relevant; (9) design programs based on progression; and (10) show love to their clients through their actions. (CJ)

ED 229 394 TM 830 284

Conrad, Kendon J.
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 83
GRANT- PHS-MH-15589-04
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Analysis of Covariance; *Compensatory Education; Data Analysis; Data Collection; Educational Objectives; *Evaluation Methods; Evaluation Utilization; Measurement Techniques; Parent Participation; Preschool Education; *Program Evaluation; *Program Implementation; Young Children
IDENTIFIERS- *Causal Inferences; *Causal Models; Chicago Child Child Parent Center IL; Classroom Observation Rating Scale; Comprehensive Tests of Basic Skills

This study evaluated the implementation of and the outcomes from a local child parent center compensatory education program. It intended to contribute to a better understanding of one phase of compensatory education; and, in the process, it proposed to develop a relatively simple and practical evaluation strategy which would verify the implementation of a program and relate the implementation measures to the outcome measures. The evaluation strategy included practical methods for modeling the program, gathering data, and analyzing data. Causal modeling techniques were used to relate implementation measures to outcome measures. The strategy was than analyzed regarding its usefulness as an evaluation design which would measure program implementation and provide explanatory power. (Author/PN)

ED 229 410 TM 830 308

Diamond, Esther E.

Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Committees; Educational Quality; *Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; History; Program Development; *Program Evaluation; Research Problems; *Standards
IDENTIFIERS- *Joint Committee on Standards for Educ Evaluation; Standards for Evaluation Educ Prog Proj Materials

The growing demand for program evaluation in the 1970s gave rise to a need for a comprehensive, carefully developed, objective set of guiding principles for the evaluation process, from initial planning to final report. The Joint Committee on Standards for Education Evaluation was established to meet this need. This broad-based group, representing 12 organizations with widely differing constituencies, spent approximately 6 years developing the "Standards for Evaluation of Educational Programs, Projects, and Materials," published by McGraw-Hill in 1981. The intended audience includes all who commission, conduct, or employ the results of evaluations to improve education. In developing the standards, the Joint Committee strove for a set of general rules for dealing with a variety of specific evaluation concerns, and a conceptual framework appropriate to a broad spectrum of such concerns. At the same time, the Committee considered it essential that the standards promote innovation rather than stifle it, that research on their applicability and the effectiveness of their use be encouraged, that training needs be addressed, and that revisions be planned as needed. An overview of the development process and of the 30 standards, including their rationale and organization and current issues regarding their use is provided. (Author/PN)

ED 229 500 UD 022 798

Madhere, Serge
Social Marginality, Academic Achievement and Vocational Development.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers; "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Career Choice; *Economically Disadvantaged; Economic Factors; Educational Benefits; *Educational Status Comparison; *Education Work Relationship; *Job Training; Low Income Groups; Socioeconomic Status; *Wages

Human capital theorists suggest that education is a form of investment in the individual's future which yields economic dividends commensurate to the investment. Another school of thought criticizes this theory for not showing the relationship between schooling, productivity, and earnings, and holds that for minority workers, program completion may be more important than the number of years spent in a program. A review of the literature on minority income distribution shows that blacks earn less than whites and women less than men; that education, sex, and age influence posttraining earnings mainly through occupational choice and literacy; and that social welfare status influences earning through occupational choice and time in program. A New York City study conducted to evaluate the effects of education on posttraining wages among participants in a large manpower program finds that: (1) When marginality factors--conditions which may result in underutilization of a particular group of workers, such as physical or mental disabilities, discriminatory practices, characteristics of some occupations, or lack of skills or training--are at work, literacy has no effect on wages; (2) when faced with limited occupational opportunities, individuals with higher social welfare status tend to prefer lower status trades which require less training time; (3) educational marginality neutralizes all other variables in posttraining earnings, and, under conditions of marginal education, neither literacy nor occupation contributes significantly to the determination of wages; and (4) employers reward the possession of a diploma more than the number of years in training. (AOS)

ED 229 226 SE 041 426

Maehr, Martin L.; Steinkamp, Marjorie
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
Illinois Univ., Urbana.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-83001
PUB DATE- Jan 83
GRANT- NSF-SED-80-07857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Elementary School Science; Elementary Secondary Education; Science Education; Science Instruction; *Secondary School Science; *Sex Differences; Socioeconomic Status; Student Characteristics; *Student Motivation
IDENTIFIERS- *Meta Analysis; National Science Foundation; *Science Education Research

A meta-analysis of science education literature was undertaken to determine the magnitude and direction of sex differences in school age boys'/girls' motivational orientations and science achievement. A comprehensive review of journal articles/reports, large-scale national/international studies, and standardized testing procedures appearing in the literature since 1965 provided 207 comparisons for motivation and 406 comparisons for science achievement. Results indicate that sex differences in motivation and achievement are smaller than generally assumed, but they do occur, and, with few exceptions, tend to favor males. On the whole, sex differences were larger on achievement measures than on motivation measures. In addition, sex differences appear to be greater in the United States than in other countries and are greater for children in upper than in lower socio-economic status levels. While girls verbally supported the notion that science is "not just for boys," boys were more inclined to engage in science-related activities. Therewith, it appears that engaging in science-related activities and other extra-school experiences may play a critical role in creating sex differences. Nevertheless, school intervention should be fostered, such intervention focusing on science instruction during the pre-adolescent period, the state during which sex differences in orientation and science achievement seem to change. (Author/JN)

ED 229 241 SE 041 442

Kellert, Stephen R.; Berry, Joyce K.
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
Yale Univ., New Haven, CT. School of Forestry and Environmental Studies.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- 80
GRANT- 14-16-0009-77-056
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Behavior; *Animals; Environmental Education; *Knowledge Level; National Surveys; *Public Opinion; *Wildlife
IDENTIFIERS- Environmental Education Research; Humane Education

This paper, third in a series of five reports on results of a national study of American attitudes, knowledge, and behaviors toward wildlife and natural habitats, focuses on the American public's attitudes, perceptions, and understanding of animals. Data were derived from questionnaires administered to 3,107 randomly selected Americans (18 years and older) and random samples of members of the National Trappers, National Cattlemen's and American Sheep Producers Associations. Results are reported and discussed around three topic areas: (1) knowledge of animals (overall and by selected knowledge categories, among major demographic groups, awareness of wildlife management issues); (2) species preference (most liked/disliked, preference for types of animals, in relation to critical wildlife issues, among major demographic groups); and (3) basic attitudes toward animals, considering prevalence in the entire American public and among major demographic groups (including age, sex, race, education, income, urban/rural residence, occupation, attendance at religious services, and marital status). Attitude scale methodology, national survey completion rates, comparison of demographic characteristics of national sample with United States census data, frequency distribution of preferences for 33 animals, and attitude scale mean scores by selected animal-related activity groups are provided in appendices. (JN)

ED 229 255 SE 041 457

Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).

Iowa Univ., Iowa City. Science Education Center.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Academically Gifted; *Biology; *Curriculum Development; Educational Improvement; Educational Needs; *Educational Objectives; Elementary School Science; Elementary Secondary Education; Inquiry; Laboratory Safety; Mainstreaming; Physical Sciences; *Science Curriculum; *Science Education; *Science Instruction; Secondary School Science; Teaching Methods
IDENTIFIERS- Energy Education; *Science and Society

A major effort of Project Synthesis was the analysis of written reports, problem statements, new foundation programs, and current research that provided clues as to ideal state conditions in science teaching. A classification scheme that included five focal areas was used in the Project (elementary science, biology, physical science, inquiry, and science/technology/society). The 1981 Iowa Curriculum Update Conference focused upon Project Synthesis results. Each day began with an analysis of the ideal/desired state condition in each of the five focal areas. Following such a presentation/analysis, small groups examined sample curriculum materials and/or discussed the meaning further. In the afternoon a session was devoted to the actual state condition (as evidenced by National Science Foundation status studies and the National Assessment of Educational Progress Third Assessment of Science). Such information was used in discussion of the discrepancies between ideal state and actual state conditions. Each discussion was aimed at the conference theme: moving toward the desired state in science teaching. In addition to the conference program, summaries of all sessions are provided (noting that where omissions occur, the conference leader for the particular session chose not to provide the summary information). (JN)

ED 229 270 SE 041 552

Clements, M. A.; Jones, Peter L.
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- *Biographies; Cross Cultural Studies; *Cultural Influences; Educational Research; *Ethnography; *Field Studies; Language Role; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This is the story of how one man, Atawe, born in the remote village of Wiyava in the Eastern Highlands of (Papua) New Guinea in the mid-1950's has increasingly immersed himself in a lifestyle which, even just a few years before he was born, was completely unknown to his people. His story is traced as he progressed from a village where the language did not have names for numbers to the position of tutor in mathematics at a university. The culture of the Baruya peoples is first described. Atawe's preschool years are sketched, followed by his education at mission primary, boarding, and high schools: he was one of three children who were the first from the Baruya people ever to begin secondary education. He entered a teacher's college, then transferred to the university. He was appointed a tutor at the University of Technology, which enabled him to continue with higher mathematical studies. The report closes with some reflections on education in Papua New Guinea and elsewhere. Instruction in an unfamiliar language, mathematical concepts without relevance in traditional life, and sophisticated syllabuses are discussed. (MNS)

ED 229 315 SO 014 671

Zamora, Mario D., Ed.; And Others
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- 81
AVAILABLE FROM- Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 ($5.60; 10 or more, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - General (020)
DESCRIPTIONS- *Anthropology; *Conflict Resolution; Cross Cultural Training; *Cultural Awareness; Cultural Background; Cultural Differences; Cultural Education; Developed Nations; *Developing Nations; *International Relations; *Peace; Technology Transfer
IDENTIFIERS- Iran; Mexico; Philippines; *Third World; USSR

New ground has been broken in what is labeled as "anthropological diplomacy"--a study of the theory and practice of peace promotion and/or conflict resolution between/among micro-units (e.g., tribes) or macro-units (e.g., nation-states) based on sound knowledge of a society's fundamental cultural premises. There are six papers. The first underscores the importance of the psycho-socio-cultural characteristics of concerned and politicized populations in the recent U.S.-Iran diplomatic confrontation. The significance of the psychological and sociopolitical contexts in Soviet-U.S. relations is stressed in the second paper. The second and third papers use the tribe and the town as their units of analyses, discussing the relationships between the custom of headhunting and diplomacy in the Philippines and ethnicity and diplomacy in Mexico. Development diplomacy (the attempt of developed nations to earn cooperation from other nations through assistance) and the need for perspectives in the promotion of technology transfer from the developed to the developing societies are treated in the last two papers. A general discussion concludes the publication. (RM)

ED 229 346　　SP 022 171

Fennessy, Denis
Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Testing; Elementary School Teachers; *Evaluation Methods; Foreign Countries; Informal Assessment; Primary Education; *Standardized Tests; State Agencies; *Student Evaluation; *Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Made Tests
IDENTIFIERS- *Australia

A survey of primary school teachers sought information on how and why they tested students. The study was a response to recent controversy over state-wide and school-based testing which raised questions about the relevance of training courses in educational measurement in teacher education programs. It was found that teachers tended to have a fairly low involvement with standardized tests and relied predominantly on observation and teacher-made tests. There was a marked variation in the way teachers viewed assessment in different subjects. Findings suggested that, when teachers consider frequency of testing in subject areas, they treat math, reading, written expression, and science in a similar way. Other subject areas were approached in a different manner. An exploration of assessment in subject areas to see if there were any differences between grade levels revealed a marked difference in the way certain subjects were assessed as students moved through the grades. There was a decline in the assessment of reading after students left the lower grades. Results suggest that preservice educational measurement courses should include the idea that techniques appropriate in the upper primary grades may not be appropriate in the lower grades. (JD)

ED 229 427 TM 830 328

Ortiz, Flora Ida
Is Unobtrusive Ethical?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Confidentiality; *Data Collection; Educational Research; *Ethics; Field Studies; Information Utilization; Observation; *Research Methodology; *Research Problems; *Standards
IDENTIFIERS- *Unobtrusive Measures

In the conduct of field studies, there are three different points at which data may be collected unobtrusively. The first is when there is a "search" for an area of study. The second point in which data may be gathered unobtrusively is when the researcher is attempting to further the analysis. The third point in which data are collected unobtrusively is during the conduct of the research project. As the public use of these data becomes probable the ethical considerations increase. This report is an attempt to show how the unobtrusive collection of data becomes problematic due to increasing ethical considerations. It also specifies means by which to maintain ethical standards in ambiguous circumstances and settings. (Author/PN)

ED 229 443 TM 830 349

Lance, Charles E.; Moomaw, Michael E.
Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Behavior Rating Scales; *Comparative Analysis; Error of Measurement; *Evaluation Criteria; Item Analysis; Item Banks; *Job Performance; *Psychometrics; Test Construction; Test Format; Testing Problems
IDENTIFIERS- *Behaviorally Anchored Rating Scales; Direct Assessment

Direct assessments of the accuracy with which raters can use a rating instrument are presented. This study demonstrated how surplus behavioral incidents scaled during the development of Behaviorally Anchored Rating Scales (BARS) can be used effectively in the evaluation of the newly developed scales. Construction of scenarios of hypothetical incumbent job performance and alternative rating instruments makes fuller use of behavioral incident item pools that result from BARS development procedures. Ratee (hypothetical incumbent) performance levels are known from the scale values of items chosen to depict ratee performance and the relative accuracy with which raters may use newly developed BARS can be evaluated in comparison with alternative formats developed as part of the evaluation process. Secondly, the study adds to the literature concerned with comparisons of rating formats in terms of their psychometric properties by contrasting the sole effects of rating format upon the psychometric quality of resulting scales. Again, BARS was an effective format for the rating of the individuals' performance. Finally, the virtue of rating accuracy as an evaluative criterion for assessing the psychometric quality of performance rating scales was extolled. (Author/CM)

ED 229 211 RC 014 053

Molina, Huberto; Hansen, Ralph A.
The Implications of Placement Decisions of Spanish Speaking Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Admission (School); *Decision Making; *Educational Practices; English (Second Language); Primary Education; *Spanish Speaking; *Student Placement
IDENTIFIERS- Arizona; California; Florida; Texas

The inquiry illuminated the way in which specific schooling practices enhanced or negated effects by analyzing data on pupils in different placement groups having Spanish as their first language, with little if any English language proficiency at the time of entering school. If pupils were placed inappropriately low, the end-of-program scores simply reflected prior rather than current learning. Participants were from 35 districts in 4 states (Texas, California, Florida, and Arizona) with substantial Spanish-speaking pupil populations. Collectively, the districts, schools, and classes represented the full diversity in instructional settings that typically serve Spanish-speaking children. All pupils received instruction in classes that entailed use of the English Language and Concepts Program for Spanish-Speaking Pupils, a product system designed for instruction with pupils for whom Spanish is their first language. Data sources were the Placement Aid Record used to select and assign pupils for instruction and the Unit Record sheet used to confirm learning and assign further instruction when needed. A functional relationship between the units completed and the effects obtained was found only for pupils placed at or above recommended levels. It was concluded that some schools chose to accelerate pupils, others to see regular progress, and others to simply maintain proficiencies pupils displayed upon entry. These choices reflected implicit teacher decisions rather than pupil capabilities. (NQA)

ED 229 284 SO 014 455

Shaver, James P.; Oliver, Donald W.
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 9 Feb 68
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Controversial Issues (Course Content); *Critical Thinking; Educational Research; Junior High Schools; *Personality Traits; *Social Studies; *Student Characteristics; *Teaching Methods
IDENTIFIERS- Socratic Method

The relationship among teaching methods, student personality traits, and learning outcomes was investigated in this study involving 125 7th and 8th grade students who were being taught to think critically about public controversy. While background material was presented to all students uniformly, students were assigned to two different types of discussion groups, socratic and recitation, for the discussion of short cases presenting public policy decisions. In the socratic discussions students were forced to take positions and defend them. The recitation discussions emphasized the nonpersonal discussion of various dimensions of the issue posed by the case. Personality measures were administered to the students. Interactions were measured using a variety of tests. Findings do not indicate stability of interaction patterns in the sense that certain personality variables consistently interacted with the two discussion styles investigated. There is a strong suggestion that the appropriateness of the teaching method depends not only on the student's personality traits, but on the learning outcome to be measured. (RM)

ED 229 300 SO 014 627

Brown, Jeffrey L.

Coalition Building: Drawing Universal Truths from Biased History.

Global Learning, Inc., Montclair, NJ.
PUB DATE- 20 May 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Consortia; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Federal Aid; Global Approach; Institutional Cooperation; State Departments of Education; *State Programs
IDENTIFIERS- *Coalitions; New Jersey

Educators in New Jersey who had joined forces as the New Jersey Consortium for Global Education in order to submit a joint Title-IV C global education proposal with the New Jersey Department of Education experienced two major conflicts when their project was funded. The first conflict involved a difference of perception on the nature and role of the Consortium in the project: Would the Consortium serve in an advisory or in a policy making way? After a great deal of time and energy spent in many meetings, the final resolution involved the Department of Education's withdrawal as the fiscal agent and ultimately from the project itself. The second major conflict, as of yet unsolved, involved expectations of how the Consortium might best evolve beyond the life of the funded project. Lessons learned from the coalition building experience include the following: (1) coalition landscape is a minefield; (2) have fun--all work and no play makes for a dull, small coalition; (3) polish your interpersonal skills; and (4) use the complementary strengths of the various organizations in the consortium. (RM)

ED 229 331 SP 021 445

Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised.

Iowa Univ., Iowa City. Center for Educational Experimentation, Development, and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G007801842
AVAILABLE FROM- CEEDE, The University of Iowa, 218 Lindquist, Iowa City, Iowa 52242 ($45.00 for module, which includes Apple two sided disc and booklet).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Computer Assisted Instruction; Educational Diagnosis; Higher Education; Independent Study; *Individual Instruction; Individualized Education Programs; *Mainstreaming; *Programed Instructional Materials; Special Education; *Teacher Education

Computer Aided Instruction for Teacher Education (CAITE) is a system of individualized self-instructional materials designed to teach educators basic information, attitudes, and skills related to mainstreaming. This booklet is to be used with the first of 16 modules in the set. The module provides instruction on: (1) the target audience for the CAITE program; (2) current federal legislation for educating handicapped children; (3) definitions for "handicapped children" and "special education"; (4) reasons for early identification of children requiring special educational programs; (5) labeling of exceptional children; (6) cautions to be considered when labeling children; (7) differences between a "disability" and a "handicap"; and (8) use of the term "behavior" throughout the CAITE modules. Subsequent modules in the set deal with: testing, information gathering, individual differences, specific disabilities, and the intentions and implementation of goals identified in Public Law 94-142. (JD)

ED 229 379 SP 022 278

Henson, Kenneth T.
A Philosophical Approach to Educational Change.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adoption (Ideas); Change Agents; *Change Strategies; Educational Administration; *Educational Change; Educational Philosophy; Educational Strategies; Participant Satisfaction; *Participative Decision Making; *Teacher Administrator Relationship; Teacher Attitudes

People resist change out of force of habit, out of fear, and out of hopelessness. Contemporary educators must find ways to overcome each and all of these barriers. A definite plan is needed in advance of any major program change. A good plan should always include: (1) a time schedule that capitalizes on events outside the school, using them as psychological levers to encourage change. Once begun, the innovation must move at a moderate, steady pace; (2) total involvement--meaningful and direct involvement by all those who may be only slightly affected by the change; (3) ways to overcome habit and fear, possibly by identifying a particular group of people to introduce and lead the change and letting the community and/or faculty vote on the proposed change; and (4) ways to overcome hopelessness, primarily by giving the psychological and financial support which is always needed to participating members and assuring them that this support will not be withdrawn. By being aware of these resisting forces, the innovator can develop strategies for dealing with each. (JM)

ED 229 458 UD 022 642

McGee, Elizabeth A.
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
Ford Foundation, New York, N.Y.
PUB DATE- Oct 82
AVAILABLE FROM- Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017 (Free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Adolescents; Counseling Services; *Delivery Systems; *Early Parenthood; *Needs Assessment; *Pregnant Students; *Social Services

This report contains the findings of a 1982 survey conducted to examine existing programs for providing assistance to pregnant teenagers, young parents, and their children. The report is based on data collected through telephone interviews, site visits, personal consultations, and a review of the literature on teenage pregnancy. Sex by trial and error, lack of adequate information, rebellion, and mistakes are listed as major causes of early childbearing. Services needed by young mothers and their children are identified, including basic living skills; child care; health; academic education; counseling; recruitment and outreach programs; employment assistance; emergency help; social, recreational and personal growth; and follow-up. The effective delivery of services by programs designed to provide assistance to young mothers and to involve fathers in parental care is discussed. The report recommends: (1) improved recruitment of teenage parents in need of services; (2) upgraded organization of services to teen parents; (3) improved technical assistance to service providers at the national, state and local levels; (4) stepped-up measures aimed at delaying first births among teenagers; and (5) better evaluation of program models, and dissemination of evaluation results. (AOS)

ED 229 472 UD 022 752

Clark, Woodward W., Jr.
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Jun 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; Case Studies; Change Agents; *Educational Change; Educational Improvement; Elementary Secondary Education; *Governance; Institutional Characteristics; *Participative Decision Making; Policy Formation; *Politics of Education; Program Development; Program Effectiveness; Program Implementation; School Policy; *Teacher Role; Urban Schools
IDENTIFIERS- California; Documentation and Technical Assistance Project; *Teacher Participation Project

This report examines political conflict in decision making in three public schools, and describes how the Teacher Participation Project (TPP), which was implemented in two of the schools, sought to minimize such conflict by institutionalizing local governance structures for teachers. The report consists of two parts. Part I investigates various aspects of political conflict in schools, and includes (1) a chapter on the schools' demographic and political contexts; (2) a case study (in a non-TPP high school) on the power struggle and political factions that developed among the faculty because of a student discipline problem; (3) a case study (in a TPP middle school) on problems that arose when a small group of teachers and staff tried to circumvent the faculty governance structure in initiating a bilingual program; and (4) a case study (in a TPP elementary school) on staff factionalism that resulted when a new administrator initiated changes in the school's decision making structure. Part II, which examines TPP-initiated governance structures as a way of dealing with school politics, describes how TPP evolved; discusses the project's impact; analyzes the concept of teacher participation in governance as an evolutionary process; and suggests that teacher participation in governance improves both teaching and student learning. (Author/MJL)

ED 229 485 UD 022 765

Karunakaran, Chitra
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Dec 78
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; Demonstration Programs; *Educational Improvement; Elementary Education; Inservice Teacher Education; *Open Education; Parent Participation; *Principals; Problem Solving; Resource Centers; *School Community Relationship; Staff Development; *Urban Schools
IDENTIFIERS- Documentation and Technical Assistance Project; *Responsive Education Project NY

This case study is the result of observations of the Responsive Education Project, undertaken at the University Center for Responsive Education, a resource center used by teachers, parents, and children, and at several New York City elementary schools in which the Project operates its Learning Community Program. This open education project was one of nine at demonstration sites selected by the Documentation and Technical Assistance (DTA) Project as exemplifying strategies toward problem solving in urban schools. The report describes participating schools and the local school district; discusses structures, roles, and relationships within the open education program; details staff development, parental involvement, and the role of the school principal; considers various philosophical concepts and their relationships to project efforts at school improvement; and analyzes the possibilities for implementing component strategies in other schools. (GC)

ED 229 363 SP 022 239

Janesick, Valerie J.
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Environment; Classroom Observation Techniques; *Diaries; Elementary Secondary Education; Inservice Teacher Education; Self Actualization; Self Concept; *Self Evaluation (Individuals); Student Teacher Relationship; *Teacher Attitudes; Teacher Response; *Teaching Experience; *Writing (Composition)
IDENTIFIERS- *Teacher Journals

Teachers can develop reflection and evaluation options by keeping a classroom journal. A classroom journal is a record of the teacher's experience within the classroom itself, as well as experience outside the classroom which bears on classroom life. As an observor of one's own actions and reactions to classroom incidents, the teacher opens the possibilities of reflection and redirection of teaching behaviors based on a systematic and continuous written record. Two suggested organizing principles and sections of a classroom journal are: (1) positive elements in the classroom; and (2) frustrating elements in the classroom. There are numerous historical precedents for journal writing. By keeping a journal, the teacher may view himself as the one best resource for a particular activity at a particular time. Keeping a journal is an attempt to make teachers reflect on their experience and give it meaning. (JM)

ED 229 395 TM 830 285

Saif, Philip S.; Kamal, Abdulaziz
Education in Qatar.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developing Nations; *Educational Development; Educational History; Educational Trends; Elementary Secondary Education; *Foreign Countries; *Foreign Culture; Higher Education; *International Education; *National Programs
IDENTIFIERS- *Qatar

Education in the State of Qatar was traditionally limited to the "orthography of the Arabic language." In 1952 Qatar had one elementary school for boys with 240 pupils and 6 teachers. By 1955, an elementary school for girls (n=50) was established. In 1980-81, schooling increased to 71 schools for boys with 20,588 students and 70 schools for girls with 19,356 students. Qatar established its academic system with 6 years for primary education, 3 for preparatory (Junior High), and 3 for secondary. At present, the university is limited to undergraduate studies. Specialization in science, mathematics, or literature starts by the second year in the secondary education level. The educational system also contains an Institute of Religious Studies and vocational schools (both limited to boys). Most students study academics leading to a university degree. Few students are interested in vocational education, a trend which makes Qatar dependent upon foreign labor. Education is free at all levels and many services are provided free to the students (Qatar has the highest per capita expenditure in education in the world--$1,990). Teacher preparation, student attrition, and grade repetition due to subject failure of the one time final examinations are educational problems. (PN)

ED 229 411   TM 830 309

Wolf, Fredric M.; And Others
Comparison of the Incremental Validity of the Old and New MCAT.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Admission Criteria; Biology; Chemistry; *College Entrance Examinations; Comparative Analysis; *Competitive Selection; Correlation; Medical Education; *Medical Students; Predictive Measurement; *Predictive Validity; Regression (Statistics); *Test Validity
IDENTIFIERS- *Cross Validation; *Medical College Admission Test; National Board of Medical Examiners; Test Revision

The predictive and incremental validity of both the Old and New Medical College Admission Test (MCAT) was examined and compared with a sample of over 300 medical students. Results of zero order and incremental validity coefficients, as well as prediction models resulting from all possible subsets regression analyses using Mallow's Cp criterion, were subjected to cross-validation analyses by randomly dividing two medical school classes into screening and calibration samples. Results supported the incremental validity of both the Old and New MCAT. Coefficients were generally larger for the New than for the Old MCAT. Prediction models of National Board of Medical Examiners Part I and Part II performance, comprised of the New Biology and Chemistry subtests and the Old Science and General Information subtests were cross-validated. Prediction models of clinical evaluation clerkship performance were equivocal. (Author)

ED 229 428 TM 830 329

Livingston, Samuel A.

Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Testing; *Evaluation; Evaluation Methods; *Measurement Objectives; Program Evaluation; Psychometrics; *Standards; Testing Problems; Test Theory
IDENTIFIERS- *Issues Approach; *Standard Setting

Discussed are nine questions regarding standard setting issues in educational testing: (1) Should normative or content-referenced standards be used? (2) Different standard setting methods yield different results. Does this finding present a problem? (3) Assess the adequacy of the grounding of various methods of standard setting in psychological and/or psychometric theory. (4) Should standards be validated? If so, how? (5) What are the appropriate roles of the client, the technical consultant, the test-takers, and the public? (6) To what extent should the standard setting process formally incorporate social and political considerations? (7) What are the ethical responsibilities of the technical consultant? (8) Why have developments come so slowly? and (9) What are the key short-term and long-term research problems that should be addressed? (PN)

ED 229 227 SE 041 427

Hess, John; Sanders, Jean E., Ed.
Computer Technology in Massachusetts Schools.
Merrimack Education Center, Chelmsford, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Curriculum and Instruction.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy; *Computer Oriented Programs; Computer Programs; *Computer Science; Elementary Secondary Education; *Microcomputers; *Program Descriptions
IDENTIFIERS- *Computer Uses in Education; *Massachusetts

This report focuses on the status and future of computer technology in Massachusetts schools. The report is organized into four major sections. Introductory information is provided in section 1, followed by a framework (section 2) for viewing computer technology. This framework provides information on computer hardware components, computer software and software-related terminology, and applications which are anticipated for the computer. An attempt is made to help decision-makers set directions for computer use in the future by summarizing (section 3) seven projects illustrating the types of instructional/administrative applications for which computer technology is helpful. Projects summarized include: Project CAPTURE, Project LOGIC, Education Programs and Practices File, A Network of Practice File, Computer-Assisted Instruction, Project COFFEE, Lawrence Children's Health Project/EPSDT, and the Computer Literacy Institute. Lessons learned from these projects that should be of assistance to those contemplating future development of computer technology in education are discussed in section 4. These lessons address various issues related to staff development, curriculum/instruction, and technical assistance. A glossary of microcomputer terms and names/addresses of project contact persons are included in appendices. Additional descriptive and curriculum documents are available from these individuals. (JN)

ED 229 256 SE 041 458

Sutton, Clive
Public Knowledge and Private Understandings.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; Comprehension; *Concept Formation; Concept Teaching; Definitions; Foreign Countries; *Language Processing; *Language Usage; *Learning Theories; Science Education; *Science Instruction; Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- Great Britain

Supported is the argument that cognitive development should not be studied alone, in isolation from wider questions about the history of thought in the scientific community. Interest in the topic resulted from dissatisfaction with British secondary school Language-for-Learning movement assertions that learners' active use of their own speech and writing matters, that each person must rebuild his/her own knowledge, and others. What appeared to be missing was why it matters and how it works. The position on which this paper is based is that the meanings of any idea are not fixed, but vary from individual to individual; they are indefinitely expandable, so there is no definitive or final acquisition of a concept. Therefore, the words "meanings," "understandings," "interpretations," and "knowledge" are clarified and discussed. The importance of prior ideas (considering Ausubelian theory) and difficulties in describing what learners already understand are also discussed. A rationale for the more active use of language in science lessons is then developed, indicating that the recovery of meanings established by others and accepted by the scientific community requires that teachers make similar usages of words and appreciate a cluster of implications similar to those "seen" by the originators, but unlikely to be identical. (JN)

ED 229 316 SO 014 675

Citizen Participation in the American Federal System.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

PUB DATE- 23 Mar 79
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-004-00072-1, $9.00).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Citizen Participation; *Federal Government; Financial Policy; Laws; Legal Responsibility; *Local Government; Participative Decision Making; Politics; Program Descriptions; *State Government; United States History

Legal and operational aspects of citizen participation in federal, state, and local governments are examined and recommendations are made. Following an introduction to the study, chapter 2 reviews the role of citizen participation in democratic theory and examines how participation developed within the general society and the governmental system. Chapter 3 discusses the forms and purposes of citizen participation at the different levels of the American government. Describing illustrative programs, chapter 4 looks at citizen participation requirements in federal aid programs. Chapter 5 surveys the provisions for citizen participation in state and local governments. A summary and recommendations are made in chapter 6. To overcome the substantial gap that was found to exist between the expectations and realities of citizens regarding participation, it is recommended that governments at all levels provide sufficient authority, responsibility, resources, commitment, and leadership for effective citizen participation in their own directly administered activities, including financial decision making and the elective political process. (RM)

ED 229 347 SP 022 176

Ellis, Joseph R.; And Others
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Teachers; Elementary Secondary Education; Professional Development; Public School Teachers; *Role Perception; *Self Evaluation (Individuals); *Sex Differences; Student Teacher Relationship; *Teacher Attitudes; Teacher Characteristics; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Illinois; *Professional Role

A study sought to determine professional role performance difficulties for first year Illinois public school teachers (K-12) and the differences between these difficulties as reported by male and female teachers. There were 548 teachers (429 female and 119 male) who responded to the study. They were asked to express any difficulties with seven professional roles involving the teacher as: (1) planner; (2) director and helper of learning; (3) counselor and guide to the student; (4) mediator and interpreter of the culture; (5) link with the community; (6) member of the teaching profession; and (7) member of the school community. Conclusions drawn include: (1) Differences in male and female reports of role performance difficulty favored female teachers, who reported less difficulty than did male teachers; (2) Male and female teachers did not differ significantly in reports of role performance difficulties when reports were analyzed by the level of teacher assignment; and (3) Male and female teachers ranked in order of difficulty the seven professional roles similarly with two exceptions: the females ranked "teacher as mediator and interpreter of the culture" as the most difficult while males ranked "teacher as director and helper of learning" as most difficult. (JM)

ED 229 444 TM 830 352

Smith, Linda H.; Renzulli, Joseph S.

The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Charts; Classification; Cognitive Measurement; *Cognitive Style; Educational Research; Individual Needs; *Interest Inventories; Profiles; Student Attitudes; *Student Needs; *Student Teacher Relationship; Surveys; *Teaching Methods; *Teaching Styles
IDENTIFIERS- Learning Strategies; *Learning Styles Inventory

This article focuses on an educational versus psychological definition of learning styles and offers a rationale for matching student and teacher style based upon this definition. A survey of various matching approaches is provided along with a classification chart that visually differentiates among alternative matching strategies. The Learning Styles Inventory (LSI) by Renzulli and Smith is then described. The LSI is a research-based instrument designed to guide teachers in planning learning experiences that take into account the learning style preferences of students within their classrooms. The instrument provides information about student attitude toward lecture, discussion, drill and recitation, peer teaching, simulation, projects, teaching games, independent study and programmed instruction. Finally, research studies related to the LSI are reviewed. (Author)

ED 229 501 UD 022 799

Geller, Daniel M.; Shugoll, Mark

The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment.

PUB DATE- 11 Apr 83
AVAILABLE FROM- Daniel Geller, Advanced Technology, Inc., 12001 Sunrise Valley Drive, Reston, Virginia 22091.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Basic Skills; *Computer Assisted Instruction; Dropout Programs; Educational Experiments; *Educationally Disadvantaged; Evaluation Methods; *Job Training; Mathematics Achievement; *Program Effectiveness; Reading Achievement; Young Adults
IDENTIFIERS- *Job Corps

This paper reports the preliminary results of an experiment on the impact of computer assisted instruction (CAI) on disadvantaged students participating in the U.S. Department of Labor's Job Corps Program. In 1980-81, data were collected from participants in the Job Corps Comprehensive Computer Program at a large center in the Southwest. The program established separate experimental and control groups in basic skills reading and mathematics. The experimental group used regular Job Corps paper-and-pencil materials supplemented by CAI, while the control group used paper-and-pencil materials exclusively. All participants in the study were assessed as needing remedial work. Analysis of the pretest and posttest performance data for reading indicates substantially greater gains by participants in the CAI model, as compared to the control group. Associated with this gain were a shorter mean length of stay in Job Corps for students in the experimental group, as well as a lower dropout rate. No significant model effects in performance were found in mathematics. Some of the study's methodological problems that may have biased its results are discussed throughout the paper. (CG)

ED 229 212 RC 014 057

Heer, David M.; Falasco, Dee
The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- 24 Apr 82
GRANT- 5-R01-HD14342
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Educational Attainment; *Illegal Immigrants; Immigrants; Income; *Indigenous Populations; *Mexican Americans; *Mexicans; *Mothers; Parent Background; Social Services; *Socioeconomic Status; Use Studies
IDENTIFIERS- *California (Los Angeles County); Undocumented Workers

The study ascertained some facts concerning illegal aliens relevant to making decisions concerning amnesty for those illegal aliens already in the United States. Using a probability sampling of birth certificates in Los Angeles County, California in 1980 and 1981, 715 interviews were conducted with parents of babies where, according to the birth certificate, the mother was reported to be of Mexican origin. In addition, 188 interviews were conducted with parents where the mother was reported to have been born in the United States. Information was collected on characteristics of both parents, legal status in the United States, length of residence in California and in Los Angeles County, income received in 1979 outside the United States and while residing in the United States, and utilization of health and welfare services. Respondents also gave information concerning an unmarried brother 18-45 years old or a childless sister 18-39 years old if such was living in Los Angeles County. Respondents were classified by immigration status: undocumented immigrants, resident aliens or naturalized U.S. citizens, and native born U.S. citizens. Among the findings were: (1) that undocumented parents had a lower level of educational attainment; (2) a high proportion of undocumented persons, particularly women, had no ability to speak English; (3) of those women probably eligible for welfare services, those native born had the highest proportion of welfare payments and undocumented women the lowest; (4) food stamp use did not vary significantly with immigration status; (5) enrollment in the California Medicaid program for the medically indigent was highest for those born in the United States; and (6) the enrollment of children between ages 3 and 18 in school was lowest for undocumented Mexican-origin mothers. (NQA)

ED 229 242 SE 041 443

Tidball, Charles S., Ed.; Shelesnyak, M. C., Ed.
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation.
American Physiological Society, Bethesda, Md.
PUB DATE- 81
AVAILABLE FROM- Education Office, American Physiological Society, 9650 Rockville Pike, Bethesda, MD 20895.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTIONS- *College Science; *Computer Literacy; Computer Oriented Programs; *Computer Programs; Higher Education; Medicine; Microcomputers; *Physiology; Science Education; Science Instruction; *Simulation
IDENTIFIERS- *Computer Simulation

Provided is a collection of papers on computer literacy and simulation originally published in The Physiology Teacher, supplemented by additional papers and a glossary of terms relevant to the field. The 12 papers are presented in five sections. An affirmation of conventional physiology laboratory exercises, coping with computer terminology, and an overview of computer hardware are considered in the three papers in section 1 (introduction). A primer on computer technology and discussion of the analog computer as a physiology adjunct are presented in the two papers in section 2. A single paper in section 3 focuses on the rationale for and resources utilized in teaching computer literacy and physiological simulation, and includes descriptions of simulation programs. State of the art with regard to physiological simulation is considered in the five papers presented in section 4. Topics/areas addressed include carbon dioxide control in respiratory systems simulation, teaching simulation with microcomputers, computer model of cardiovascular system for effective learning, computer simulation in the student laboratory, and digital computer simulation of cardiovascular and renal physiology. Advantages and limitations of physiological simulation are considered in the final paper presented in section 5. (JN)

ED 229 271 SE 041 553

Clements, M. A.; Lean, Glen A.

Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.

Indigenous Mathematics Project, Port Moresby (Papua New Guinea).; Papua New Guinea Univ. of Technology, Lae.

SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- May 81

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Cognitive Development; *Cross Cultural Studies; *Cultural Influences; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; Field Studies; Language Role; *Mathematics Achievement; Mathematics Curriculum; Mathematics Instruction; Testing

IDENTIFIERS- Indigenous Mathematics Project; *Mathematics Education Research; *Papua New Guinea

Cognitive and non-cognitive influences on the mathematical learning of children attending four community schools in different provinces of Papua New Guinea and an international primary school in Lae were investigated. Altogether, 446 pupils, most in grades 2, 4, or 6, were given pencil-and-paper group tests; 253 pupils were also given individual tests of visual memory and memory space. Forty-four boys were selected for intensive study and given a battery of individual tests, including equipment-based tests of mathematical problem solving; conservation of number, length, and quantity; and spatial abilities. Memory span measures were also obtained. Whenever necessary, individual testing was carried out in the child's vernacular. Each of the 44 boys was interviewed, with an attempt made to glean his attitude toward school mathematics and influences affecting the ways he learned it. Analysis revealed that the patterns of abilities of National (native Papua New Guinean students) and Expatriate (students of the Lae International Primary School) children were similar. However, Expatriate children clearly outperformed National children on pencil-and-paper group tests. Evidence is presented to show that the difference in performance level is largely a function of language and home background factors. Instruments are included in the appendixes. (Author/MNS)

ED 229 285 SO 014 456

Oliver, Donald W.; Shaver, James P.
The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education.
PUB DATE- 15 Feb 63
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Citizenship Education; *Content Analysis; Controversial Issues (Course Content); Critical Thinking; Discussion; Interaction Process Analysis; Problem Solving; Secondary Education; *Social Studies; *Speech Communication; Speech Skills; *Student Evaluation
IDENTIFIERS- Oral Examinations

Reliability data suggest that, although there are many problems, it is feasible to systematically evaluate a student's analytic and persuasive competence in free oral argumentation. The first part of the paper describes the contexts within which the evaluation project took place. Specifically discussed are the five areas of analysis on which the project concentrated: (1) problem identification and differentiation, (2) making explicit cross problem assumptions, (3) identifying and using appropriate strategies for dealing with different types of problems, (4) identifying common dialectical operations, and (5) identifying relevance problems. The second part of the paper describes the content analysis system used to quantify student behavior. The categories or units used to describe the interactions are examined (many examples are provided) and the importance of the frame of reference of the person who does the categorization is emphasized. Two evaluation studies were conducted. In the first, four trained scorers scored from 10 to 18 discussions between a student and adult interviewer, in which a student was challenged to defend a position on a controversial case. In the second study, two trained scorers scored 32 pupil-led discussions. On the average, there was a relatively high level of agreement among scorers in both studies. (RM)

ED 229 301 SO 014 628

Clay, Thomas
Music in Ohio Schools. Final Report.
Ohio Music Education Association, Oxford.
PUB DATE- Feb 82
AVAILABLE FROM- 239 Center for Performing Arts, Miami University, Oxford, OH (free, while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Class Size; Disabilities; Discipline Problems; Elementary Secondary Education; Enrollment; Financial Support; *Music Education; Professional Associations; Program Budgeting; Public Support; School Desegregation; School Support; State Surveys; *Teacher Attitudes; Teacher Effectiveness; Teacher Evaluation; Teacher Salaries; Teaching (Occupation); Teaching Conditions; Teaching Experience
IDENTIFIERS- *Ohio

To determine facts and opinions concerning the status of music in all Ohio schools (public and private), questionnaires were sent to the 4,389 K-12 teachers listed in the 1981 Ohio Music Education Association (OMEA) Directory and survey instruments were mailed to superintendents of each of Ohio's 614 school districts. Approximately 47.5% of the teachers and 49% of the superintendents responded. Conclusions are that: (1) a relatively small proportion of teacher music positions have been lost during the past several years; (2) quality of music programs was generally high for teachers and administrators, (3) nearly 90% of the teachers found music to be a fulfilling profession, and (4) student interest, attitude, and achievement are the most encouraging aspects of the profession for 40% of the teachers. Respondents also believed that school districts have failed to provide adequate funding for music programs. One fourth of the teachers think the OMEA should become a political force and lobby the legislature for money. The questionnaire and survey instrument are provided in the appendices. (RM)

ED 229 332 SP 021 533

Tellenback, Sten
Teacher Stress: Complex Model Building with LISREL. Pedagogical Reports, No. 16.
Lund Univ. (Sweden). Dept. of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Coping; Elementary Secondary Education; Foreign Countries; Mental Health; Psychological Evaluation; Psychological Needs; Research Methodology; *Stress Variables; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior; Teacher Burnout; Teacher Characteristics; *Teacher Welfare; Teaching Load
IDENTIFIERS- Sweden

This paper presents a complex causal model of teacher stress based on data received from the responses of 1,466 teachers from Malmo, Sweden to a questionnaire. Also presented is a method for treating the model variables as higher-order factors or higher-order theoretical constructs. The paper's introduction presents a brief review of teacher stress. The conceptual model is also described. The second section describes data and methods used for creating the model, including population, variables, index construction, higher-order theoretical constructs, and model specification. Results discussed in the third and fourth sections show that: (1) individual personality characteristics, rather than biographical ones, are associated with stress variables; (2) teachers' relationships with pupils are by far the most important source of stress; and (3) social support is ineffective in alleviating reactions to stress exposure. Another conclusion discussed is that a latent variable measuring a syndrome of work dissatisfaction and work overload is very strongly connected to teachers' health as measured by mental disorders and psychosomatic symptoms. Appendices list factor items used in the method. References are included. (JM)

ED 229 380 SP 022 283

Woollacott, Marjorie H.
Children's Changing Capacity to Process Information.
PUB DATE- 7 Apr 83
AVAILABLE FROM- Microform Publications, College of Human Development and Performance, University of Oregon, Eugene, OR 97403-1273 (Reprints available at cost).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Development; *Child Development; Developmental Stages; Early Experience; Elementary Education; *Eye Hand Coordination; *Motor Development; Motor Reactions; Object Manipulation; *Physical Development; Physical Education; Physical Education Teachers; *Psychomotor Skills; *Young Children
IDENTIFIERS- *Balance

An understanding of the stages involved in children's development of sensory motor integration would aid in the creation of instructional strategies in physical education. These strategies would optimize both the child's physical coordination and creative development by increasing the correlation between the demands of a learning environment and the capacities of the child's nervous system. Aspects of the development of sensory motor integration are discussed as they apply to two areas of motor control: eye-hand coordination and balance control. Behavioral changes in each area that occur from the moment the child is born to the point at which the behavior matures are discussed, as are developmental changes within the nervous system which may underlie the changing behavioral patterns. Practical applications of these studies for sequencing the teaching of motor skills in young children are suggested. (JM)

ED 229 412 TM 830 310

Wagner, James; Allan, Gerri

The Distribution of Working Memory Capacity in Reading.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Attention Span; Cognitive Processes; *Decoding (Reading); Foreign Countries; Grade 4; Intermediate Grades; *Memory; Oral Reading; *Reading Comprehension; Reading Processes; Reading Tests
IDENTIFIERS- Count the Spots Test (Case and Kurland); *Digit Span Test (Case and Kurland); Gates MacGinitie Reading Tests; Ontario; *Reading Span Test (Daneman and Carpenter)

Thirty grade 4 subjects were individually tested on a digit span test of working memory capacity (Case and Kurland) and the Reading Span Test (Daneman and Carpenter). The Reading Span Test was administered using sentences at a grade 2, grade 4, and grade 6 reading level. It was predicted that, as the decoding demands of the stimulus sentences in the Reading Span Test were increased, the amount of working memory capacity available for other reading tasks such as comprehension would decrease relative to a subject's working memory span as measured on the digit span test. This hypothesis was confirmed , providing support for the predictions of the LaBerge and Samuels model of learning to read. The results further support the Case, Kurland and Goldberg argument that working memory capacity is a function of the interaction between the amount of central capacity required for processing operations and the amount of working memory capacity left over for storage. However, these conclusions need to be qualified by the observation that sentence reading time and word meaning knowledge were not controlled in this study. (Author/PN)

ED 229 429 TM 830 330

Thompson, Bruce; King, Jean A.

Evaluator Types: Do Differences Matter?

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-80-0082
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; Competence; *Educational Researchers; *Evaluation Methods; *Evaluators; *Experimenter Characteristics; Higher Education; Influences; Political Issues; *Researchers; Simulation
IDENTIFIERS- *Evaluator Characteristics; *Evaluator Types (Meltsner)

The study investigated whether school administrators (n=128) implicitly perceive the "types" of evaluators proposed by Meltsner (1976) when they consider evaluative information. One simulated evaluation report was written to represent each evaluator, differentiated from one another by their norms, expectations, motivations, and training. Two pilot studies were conducted to assess the validity of the simulation materials. Graduate students were asked to read all four reports to identify which "type" each report represented, and isolate which report features led to their decisions. Administrators were then asked to indicate: (1) the similarity of the report to their school system reports; (2) evaluator fairness; (3) technical competence of the evaluator; and (4) evaluator awareness that political considerations sometimes affect program decisions. Finally, administrators were asked to make a policy recommendation regarding the program's future. Results indicate that administrators do perceive evaluator types when they consider evaluative information presented in reports. However, the results suggest that administrators are more attentive to the technical merit of reports than they are to the evaluator's political sensitivity, as indicated by the homogeneity of the subjects' perceptions of the political sensitivity of the various types of reports. This attention to the technical has been suggested in earlier research. (Author/PN)

ED 229 459 UD 022 652

Rogler, Lloyd H.; And Others
Research Issues concerning the Puerto Rican Child and Family.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Programs.
PUB DATE- Jan 80
GRANT- 1-R01-MH-30569-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTIONS- *Adjustment (to Environment); Birth Rate; *Ethnicity; *Family (Sociological Unit); Hispanic Americans; Identification (Psychology); Intelligence Tests; *Mental Health; Puerto Rican Culture; *Puerto Ricans; Socioeconomic Status

This journal issue is a collection of papers describing research on Hispanic families conducted at the Hispanic Research Center, Fordham University, New York. The first article, "Research Issues concerning the Puerto Rican Child and Family," by Lloyd H. Rogler, reviews two research projects on health conditions and the plight of Puerto Rican children and their families in New York City. The second article, "Intergenerational Change in Ethnic Identity in the Puerto Rican Family" by Rogler and Rosemary Santana Cooney, analyzes the ethnic identity of 100 intergenerationally linked Puerto Rican families in New York and adjoining states. In the third article, "Puerto Rican Fertility: An Examination of Social Characteristics, Assimilation, and Minority Status Variables," Cooney, Rogler, and Edna Schroeder examine Goldscheider and Uhlenberg's theory of differentials in minority groups, with emphasis on Puerto Rican fertility. The fourth article, "Workshop: Hispanic Intermarriage in New York City" by Elizabeth Collado, reports on a workshop that addressed the findings and recommendations of Gurak and Fitzpatrick's monograph on Hispanic marriages in New York City in 1975. Ian A. Canino focuses on the impact of the environment on mental health of Puerto Ricans in New York City in the fifth article, "The Puerto Rican Child: A Minority at Risk." The sixth article, "Data Issues of the Puerto Rican Child Project," written by Brian Earley, evaluates data on the mental health of Puerto Rican children gathered from the Hispanic Research Center's ongoing Puerto Rican Child Study. Rose Marie Hurrell's article, "The Intellectual Assessment of Hispanic Children: Problems and Alternatives," reviews intelligence tests for Hispanic children and recommends alternatives to conventional assessment methods. The eighth article, "The Hispanic Child: A Multidimensional Approach to Mental Health" by Isaura M. Linares, discusses multi-disciplinary research team efforts and the appropriateness of this methodology in assessing the mental health of Hispanic children. The final article, "An Alternative Approach to the Study of Lower Socioeconomic Status, Urban Puerto Rican Children," written by Damaris Lugo-Frey, reviews the literature on Puerto Rican children and suggests an approach to studying the mental health needs of the Puerto Rican population that focuses on this group's cultural strengths. (AOS)

ED 229 364 SP 022 240

Page, Jane; And Others
Teacher Education Curricula: Perceptions of First-Year Teachers.
SPONS. AGENCY- Georgia Southern Coll., Statesboro.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Beginning Teachers; Educational Quality; Education Courses; Education Majors; Graduate Surveys; Higher Education; Predictor Variables; Preservice Teacher Education; *Program Evaluation; *Relevance (Education); *Teacher Attitudes; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Employment; Teacher Persistence
IDENTIFIERS- *Georgia

A research study of 300 Georgia first-year school teachers sought: (1) to identify first-year teachers' perceptions of their undergraduate education curricula; (2) to determine whether significant differences in perceptions exist among groups of first-year teachers categorized on the basis of background information; and (3) to determine which variables are most predictive of first-year teachers' decisions to continue as classroom teachers. A survey containing both controlled-choice and open-ended items was the basis for the study's results. Three statistical procedures were used in analyzing the data. Major findings include: (1) A large majority of Georgia first-year teachers are female (87.1 percent), white (89.2 percent), and in their early 20s (66 percent); (2) A majority of the subjects (63.2 percent) plan to remain as classroom teachers; (3) A large majority (at least 80 percent) of teachers perceived their preparation as good or excellent in 10 specific areas; and (4) Females', Blacks' and young teachers' perceptions of certain aspects of their preparation were significantly more positive than were perceptions of males, whites, and older first-year teachers. Thirteen tables are appended. (JM)

ED 229 396 TM 830 286

McCaig, Roger A.
How to (and How Not to) Conduct an Assessment of Student Writing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrators; Educational Researchers; Elementary Secondary Education; *Evaluation Methods; Holistic Evaluation; Measurement Objectives; *Models; *Student Evaluation; Test Theory; *Writing Evaluation
IDENTIFIERS- Primary Trait Scoring

This paper was prepared for school officials and researchers who plan to conduct an assessment of student writing but have limited field experience with this activity. The paper identifies twelve critical questions assessors should consider, and it explores issues involved in reaching a decision about each from the perspectives of measurement theory, curriculum and instruction, language theory, and the politics of testing. Recommendations are included with supporting rationale. The key questions include choosing a mode of discourse, establishing evaluation criteria, deciding upon a rating method, selecting and training judges, planning for reliability, and using the findings. (Author)

ED 229 445 TM 830 353

Oltman, Philip K.
Cognitive Assessment and the Media.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- CB-R-83-1; ETS-RR-83-10
PUB DATE- 83
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101. ($5.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cognitive Ability; *Cognitive Measurement; *Computer Assisted Testing; Educational Media; Information Theory; Literacy; *Mass Media; *Media Research; Standardized Tests; *Television; Use Studies
IDENTIFIERS- Test Score Decline

Focusing on the cognitive consequences of the present-day media environment and on the possible implications for cognitive assessment of these consequences, the information environment is discussed concerning the nature of its symbol system and electronic media. Also discussed are the information processing demands of television, the media and culture, using media to cultivate mental skills, cognitive assessment and the media, and media competence. Finally, assessment via the media is explored as to : (1) increasing the face validity of items dealing with processes; (2) testing interpersonal skills; (3) testing the handicapped, and (4) presenting novel and ill-structured problems. The author feels that research and development are now at the stage at which projects can be proposed that exploit more fully the technological tools at hand in ways that will make cognitive assessment more comprehensive. (Author/PN)

ED 229 473 UD 022 753

Holliday, Frances B.; Salley, Columbus

A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.

Center for New Schools, Inc., Chicago, Ill.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

PUB DATE- Aug 79

CONTRACT- 400-75-0018

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Cultural Influences; Educational Change; *Educational Improvement; Educational Research; Elementary Secondary Education; *Linking Agents; Open Education; Peer Teaching; Program Effectiveness; *Program Implementation; *Research Utilization; *Technical Assistance; Urban Schools

IDENTIFIERS- Chicago Public Schools IL; *Documentation and Technical Assistance Project; Open Corridor Program

This report describes efforts of a technical assistance team under the Documentation and Technical Assistance Project of the Center for New Schools (Chicago, Illinois) to link research and practice for school improvement in Chicago Public School District 21. Section I discusses some characteristics and educational needs of urban areas, generally, and District 21, specifically. Section II examines the team's entry into District 21, primarily through the personal involvement in the District's affairs of a key member of the team. Section III describes two programs that were implemented, with team assistance, to enhance the problem solving capacities of District 21 schools: (1) Open Corridor, which used knowledge gained from a New York City school improvement project, that was based on the principles of open education; and (2) Peer Tutoring, which drew on theoretical knowledge to structure seminars for tutors and coordinators and implement successive summer peer tutoring activities. Based on the District 21 experience, it is suggested (in section IV) that: (1) strategies of entry for technical assistance should be flexible; (2) assistance teams should balance application of their expertise and clients' perceptions of their own needs; and (3) intervention strategies should address the complex of problems and the diversity of populations in urban schools. (Author/MJL)

ED 229 486   UD 022 766

Miles, Matthew B.
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Jun 80
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Research; Elementary Secondary Education; *Linking Agents; *Problem Solving; *Research Utilization; Technical Assistance; Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project; *Linkage

This paper elaborates on the concept of "linkage"--the utilization of educational research information--as implemented by the Documentation and Technical Assistance (DTA) Project, a program designed to enhance the problem solving capacity of urban schools. The paper begins with an overview of the DTA project and discusses the educational knowledge base being used for the linkkage between research and practice. A brief chronology of DTA's linkage work and a discussion of the barriers and aids encountered in attempts to apply existing knowledge to problem solving are then provided. This is followed by a detailed exploration of 14 specific linkage experiments. Activities described fall into three areas: knowledge transformation; media supported, direct knowledge transfer; and interpersonal linkage relationships. The paper concludes with several questions meant to stimulate further experiments in linking research to educational practice. (Author/GC)

ED 229 257 SE 041 459

Teich, Albert H., Ed.; Thornton, Ray, Ed.
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
American Association for the Advancement of Science, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-86531-361-X
PUB DATE- 82
AVAILABLE FROM- Westview Press, Inc., 5500 Central Avenue, Boulder, CO 80301 (pbk, ISBN-0-86531-361-X, $12.95; h.c., ISBN-0-86531-360-1, $26.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTIONS- Agriculture; Depleted Resources; *Developing Nations; Energy; Environmental Standards; Food; Foreign Policy; Genetic Engineering; Industry; Information Processing; International Relations; Legislation; *National Defense; Policy Formation; Population Trends; *Public Policy; *Sciences; Technological Advancement; *Technology; *World Problems

Recognizing that science and technology (S/T) have become increasingly relevant to important public policy issues, Congress has mandated the periodic preparation of a "Five Year Outlook for Science and Technology" to help U.S. policymakers anticipate and deal with these issues more effectively. This book, the result of a study conducted by the American Association for the Advancement of Science for the second such "Outlook," identifies and explores domestic and international policy concerns in which science and technology are critical factors. The interdisciplinary, non-technical approach provides policymakers, students, and others interested in science, technology, and public affairs with a timely overview of areas that are likely to become the world's most pressing concerns during the next several years. Issues/areas addressed include: applying S/T to public purposes; institutional climate for innovation in industry; decision-making with modern information/communications technology; relations of science, government, and industry (focusing on recombinant DNA); risk assessment for the 1980s' S/T and international security; U.S. policy toward scientific/technological development in developing countries; U.S. agriculture in context of the world food situation; trends and prospects in world population; international security implications of materials and energy resource depletion; and science and national defense. (Author/JN)

ED 229 317 SO 014 680

Allen, Rodney F., Ed.

Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.

Tri-County Teacher Education Center, Sebring, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Law Education Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Abuse; Citizenship Education; Crime; Elementary Education; Junior High Schools; *Juvenile Courts; *Law Enforcement; Learning Activities; *Legal Education; *Legislation; *School Policy; Social Studies; Stealing; Teacher Developed Materials; *Victims of Crime

Approximately 60 teacher-developed activities for legal education in some Florida elementary and junior high schools focus on the consequences of breaking rules and committing crimes and on victims of crime (individuals, community, society). Most of the lessons present a brief, one-page reading followed by questions to determine students' understanding and judgment of the content. Elementary school topics include school rules on tardiness and running, thinking about intentions of certain actions, consequences of drinking and driving, trespassing, and shoplifting. Other activities involve listing classroom rewards and punishments and analyzing reasons for specific school reward and punishment rules. Junior high school readings focus on child abuse, not paying for food in a restaurant, inciting a fight, harassment, trespassing, unauthorized absence from school, cruelty to animals, and false fire alarms. A separate section contains activities for students to understand the juvenile and criminal justice systems. Sheriff's department forms for crimes against property and persons, booking, fingerprinting, and final disposition are included. Some Florida statutes relevant to specific crimes are reprinted on worksheets. (KC)

ED 229 348 SP 022 178

Fain, Stephen M.; Bader, Barbara
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; Cognitive Measurement; *Cognitive Processes; Educational Objectives; *Educational Philosophy; Education Majors; Higher Education; Measurement Techniques; *Teacher Education; *Teacher Educators
IDENTIFIERS- *Blooms Taxonomy

Bloom's Taxonomy is reviewed and analyzed in this report; the summative finding being that few educational innovations have had equal impact upon the profession. The taxonomy is first defined with particular attention being paid to "Handbook 1: Cognitive Domain." Various universities' and colleges' use of the taxonomy is described. Problems of research are discussed and a review of the research provided. Problems growing from the taxonomy in terms of application are also discussed. It is suggested that, because the taxonomy has influenced such a diverse group of people as researchers, measurement specialists, curriculum developers, and teachers, the problem with the taxonomy must be recognized as one of communication. There is noted to be a wide gap between those who expose the construct and those who put it to use. (JM)

ED 229 228 SE 041 428

Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
Consumer Product Safety Commission, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Biology; Chemical Industry; *College Science; Consumer Protection; Higher Education; *Laboratory Safety; Occupational Safety and Health; *Poisons; School Safety; Science Education; Science Instruction; *Science Laboratories; Secondary Education; *Secondary School Science
IDENTIFIERS- *Formaldehyde; Hazardous Materials; Specimens (Science)

This investigation of formaldehyde exposure in school laboratories, where its principal source is from preserved biological specimens, was undertaken because of concern over exposure levels reported in the literature. Information was obtained in two ways. A limited survey of schools was conducted to determine extent of students' use of preserved specimens. Various producers of preserved specimens were also surveyed to obtain information on sales, general industry practices, and availability of substitutes. Air measurements in classrooms where dissection was underway and specific information on specimens used, class size, and general ventilation in school laboratories/classrooms were obtained in another study. Among the results reported are findings that use of formaldehyde-preserved specimens exposes students/teachers to formaldehyde levels in excess of background exposure and that industry, aware of the toxicity problem, has developed new-technology packing media which significantly reduces such emissions. (JN)

ED 229 243 SE 041 444

Water Treatment Plant Operation. Volume 1. A Field Study Training Program.

California State Univ., Sacramento. School of Engineering.

SPONS. AGENCY- California State Dept. of Health Services, Sacramento. Sanitary Engineering Branch.; Environmental Protection Agency, Washington, DC. Office of Drinking Water.
PUB DATE- 83
GRANT- EPA-T-901361-01-0
AVAILABLE FROM- Ken Kerri, California State Univ., 6000 "J" Street, Sacramento, CA 95819 ($30).
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Chemical Analysis; *Course Content; *Drinking Water; Facilities; Higher Education; *Laboratory Procedures; Postsecondary Education; Safety; Sludge; *Training Methods; Water; *Water Quality; Water Resources; *Water Treatment

The purpose of this water treatment field study training program is to: (1) develop new qualified water treatment plant operators; (2) expand the abilities of existing operators, permitting better service both to employers and public; and (3) prepare operators for civil service and certification examinations (examinations administered by state/professional associations which operators take to indicate a level of professional competence). This 10-chapter volume contains information on: what water treatment plant operators do; how to manage reservoirs and intake structures; how to operate and maintain coagulation, flocculation, sedimentation, and filtration water treatment processes; disinfection of water; procedures for controlling corrosion; techniques for identifying the causes of taste and odor problems and suggestions for correcting such problems; procedures for operating, maintaining, and administrating a water treatment plant; and basic laboratory procedures. Objectives, glossary, lessons, questions (with suggested answers), and test are provided for each chapter. Final examination (with answers), solving water treatment plant arithmetic problems, water abbreviations, complete glossary, and subject index are provided in an appendix. Program scope/sequence and instructions to participants in home-study courses are provided in the introduction. (JN)

ED 229 272 SE 041 554

Miller-Souviney, Barbara
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- *Cross Cultural Studies; Cultural Influences; Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; *Field Studies; Inservice Teacher Education; *Mathematics Curriculum; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This report summarizes the classroom events associated with the implementation of trial mathematics curriculum materials at five community schools in Papua New Guinea. The field-notes prepared by classroom observers during the study of the Indigenous Mathematics Project formed the data base. Lessons implemented in at least four of the five sites were selected for summarization: 12 lessons in grade 2, 13 in grade 4, and 14 in grade 6, out of a total of 82 lessons implemented. Questions, problems, and suggested solutions are listed for each lesson, with the source site designated. Conclusions and recommendations are offered in the final section. Explicit comments on classroom management are given in relation to materials management, activity books, lesson organization, classroom atmosphere, and evaluating student progress. In regard to instructional materials, comments are included on teacher's notes, background notes, lesson introduction, answers, alternative materials, review lessons, and a teacher in-service course. A comment on the value of in-service training concludes the report. (MNS)

ED 229 286 SO 014 495

Peterson, Richard A.
Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 31 Jul 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Citizen Participation; *Cultural Activities; Culture; Definitions; Economic Factors; *Fine Arts; Leisure Time; *Measurement Techniques; Quality of Life; Recreation; Social Attitudes; *Social Indicators
IDENTIFIERS- Audience Analysis

Recommendations are provided about a new data series that would serve as a measure of the extent and quality of participation of the U.S. population in arts and cultural activities. Eight chapters review and evaluate the state of social statistics and indicators of arts audiences. Chapter 1 defines "indicator," "culture," and "cultural indicator" by showing how these terms have come to be used in government reports and by the academic research community. Economic and social indicators are described in chapter 2. In chapter 3 papers are used to illustrate the several different meanings of the term "culture" as it is currently being used in formulating cultural indicators. Chapters 4, 5, and 6 explore measures of audience participation in arts and cultural activities which use time and money as the criteria. Subjective and preference measures are reviewed in chapter 7. In the concluding chapter, the products of artistic activity, including performances, recitals, paintings, constructions, fabrications, and written works, are considered. (RM)

ED 229 381 SP 022 293

PROTEACH: A Program for the Preparation of Professional Teachers.
Florida Univ., Gainesville. Coll. of Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Trends; Education Courses; Education Majors; Foundations of Education; Futures (of Society); Higher Education; *Preservice Teacher Education; Special Education; *Teacher Education Curriculum; *Teacher Education Programs; *Time Factors (Learning)
IDENTIFIERS- Extended Degree Programs; *Operation PROTEACH; *Teacher Education Programs (Five Year)

Because of the greater demands placed on teachers today, the faculty of the College of Education at the University of Florida has developed a new teacher preparation program. It is not built upon the existing program, but upon a reconceptualization of what a beginning teacher should know, should be able to do, and should be, as a model for youth. The PROTEACH program will require five years of study. Features that distinguish PROTEACH from other programs include: (1) an increase in academic subject matter; (2) utilization, through attention to research, of the best available information about effective teachers' knowledge, skills, and personal attributes; (3) expanded foundational studies; (4) expanded clinical and laboratory experiences; (5) utilization of best available instructional procedures; (6) maintenance of integrity within the program; and (7) recruitment of high quality students. PROTEACH is an extended program, approximately 32 semester hours beyond the baccalaureate degree. PROTEACH program descriptions for elementary/early childhood teachers, secondary education teachers, and special education teachers are included. (JM)

Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests.

Texas Education Agency, Austin.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Basic Skills; Black Students; Criterion Referenced Tests; *Educational Trends; Elementary Secondary Education; *Ethnic Studies; Mathematics Skills; *Minimum Competency Testing; *Minority Group Children; Reading Skills; Spanish Speaking; *State Programs; *Testing Programs; White Students
IDENTIFIERS- *Texas Assessment of Basic Skills

The present study is one example of how statewide minimum competency testing programs can be used to examine minority student achievement trends. The results of 3 years of Texas Assessment of Basic Skills (TABS) test administration (1980-82) were examined for Black, Hispanic, and White students. The results were expected to be consistent with current National Assessment of Educational Progress (NAEP) trends such that: (1) Black students would improve their test scores at an increased rate relative to White students, and (2) Hispanic students would also improve their test scores at an increased rate relative to Whites. The average number of objectives mastered at the third and fifth grade level, and percentage of ninth grade students achieving total test mastery, was calculated for Black, Hispanic, and White student performance in mathematics and reading for all years of testing. Black, Hispanic, and White students all demonstrated improved performance across 3 years of testing. Black students increased their rate of improvement relative to Hispanics, and at the third and fifth grade level, began to surpass Hispanic reading performance. Low Hispanic performance was most evident in regions without major urban centers experiencing significant immigration from Mexico. (Author/PN)

ED 229 213 RC 014 080

Brown, Frank N.; And Others
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Assisted Testing; Definitions; Elementary School Mathematics; Elementary Secondary Education; *Item Banks; *Migrant Education; *Quantitative Tests; Reading Skills; *Reading Tests; Secondary School Mathematics; Test Items
IDENTIFIERS- Computer Assisted Test Construction; *Wisconsin

Providing instructors an efficient way to acquire a well-defined, tailored test for a given student, or group of students, the Item Bank deals in multiple-choice, Rasch-calibrated problems which are deposited under two subject areas: reading and mathematics. Users can obtain a test which is appropriate to what their migrant students have been taught, select the difficulty level of the test problems, and be assured of their quality. Divided into seven parts, this manual begins with a brief discussion of the 143 Project and the Item Bank. Part II explains the procedure by which a teacher requests a test from the Item Bank terminal, assuming that the teacher does not have direct access to either a computer terminal or the software developed under the project. Part III provides information directly relevant to the execution of the Item Bank programs. Part IV describes the actual Item Bank programs, detailing the nature and execution of each program, with the specific purpose of assembling a test. Part V lists the present limitations of the system. The manual concludes with a detailed listing of the skills, subskills, and definitions of subskills in the Item Bank and sample test packets for elementary and secondary mathematics. (NQA)

ED 229 302 SO 014 629

Schmidt, Bernard
How to Teach Chess in the Public Schools: A Course Outline.
PUB DATE- 82
AVAILABLE FROM- Bernard Schmidt, 150313 Tivoli Court, Raleigh, NC 27604 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Competition; Course Descriptions; *Critical Thinking; *Decision Making; Educational Games; Educational Objectives; Elective Courses; Elementary Secondary Education; Learning Activities; *Problem Solving; Remedial Reading; *Research Skills
IDENTIFIERS- *Chess

Educational objectives and course outlines for beginning, intermediate, and advanced chess instruction in elementary and secondary schools are provided. Objectives are that students will develop analytical, synthetic, and decision-making skills, learn to engage in thorough chess research that will enhance their ability to do any research, and gain insights into the nature of competition. Each course outline is based on instruction 2 days a week for 18 weeks and is divided into 4 parts. At the beginning level students learn chess rules, the notation system, the stages of the chess game, and chess vocabulary. The intermediate level continues with chess rules and stages of the game and introduces approaches and strategies. The advanced class focuses on principles of chess, speed chess, Nimzovich's system of chess, and the Soviet school's interpretation of time, space, position, and force. Each outline lists materials and resources, suggested evaluation methods, and enrichment ideas and projects. The course can be offered as an elective as is especially effective in teaching remedial reading. (KC)

ED 229 333 SP 021 550

Negotiation Research Digest, April 1967-June 1975.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 75
AVAILABLE FROM- University Microfilms, P. O. Box 1964, Ann Arbor, MI 48106.
LANGUAGE- English
EDRS Price - MF28/PC123 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)
DESCRIPTIONS- Arbitration; Board of Education Policy; Case Studies; Collective Bargaining; Contracts; *Court Litigation; *Educational Legislation; Elementary Secondary Education; Grievance Procedures; Higher Education; Labor Demands; *Labor Legislation; Labor Problems; Legal Responsibility; *Negotiation Agreements; Negotiation Impasses; Sanctions; *School Personnel; Strikes; *Teacher Employment; Unions
IDENTIFIERS- Rules and Regulations

The Negotiation Research Digest (NRD) was compiled by the Research Division of the National Education Association (NEA). It began publication in April 1967 and, after 81 issues, ceased publication in June 1975. A normal publication year involved 10 issues published from September through June, skipping July and August. Each issue contained approximately 25 pages of text. News items were commonly grouped under such headings as: Case Reviews, Board Findings and Rulings, Negotiation Notes, Statistics, Special Reports, and Text (the actual text of laws or regulations). Domestic information of interest to educators was gathered at the federal, state, and local levels. During the eight-year period of its publication, the NRD was a major source of news and information concerning education-related negotiations, court cases, legislation, and regulations. An index of major topics is included. (CJ)

ED 229 349 SP 022 189

Kelly, Brian; Kelly, Noeline

Improving the Student Teaching Experience: A Cooperative Effort.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cooperating Teachers; Higher Education; *Participant Satisfaction; Preservice Teacher Education; Student Teacher Relationship; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Teacher Attitudes; Teacher Characteristics; Teacher Role; Teaching Experience; Teaching Skills

Feedback was sought on the student teaching experience from student teachers, cooperating teachers, and university supervisors. Findings indicated: (1) All parties agreed on the worth of the experience; (2) Student teachers disagreed with university supervisors on the worth of required seminars, format of lesson plans, and time allotted to student teaching and the concurrent completion of university courses; (3) Student teachers and cooperating teachers agreed that supervisors should supervise in their teaching specialization and should visit more often; (4) Cooperating teachers enjoyed the experience but felt it was insufficiently recognized or rewarded by the school district; (5) Cooperating teachers were most uncomfortable in their multiple role of guide and friend and also evaluator; (6) Cooperating teachers were most critical of student teachers in classroom management; and (7) Supervisors felt that seminars were necessary, student teachers should not be taking courses while engaged in student teaching, and were in favor of relevant inservice programs for cooperating teachers. (JD)

ED 229 365 SP 022 242

Mahler, Sophia; And Others
Changes in the Rhythm of Lessons Following a Teacher-Training Workshop in Medical School.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; Foreign Countries; Group Discussion; Higher Education; Inservice Teacher Education; *Large Group Instruction; Learning Processes; Learning Theories; Microteaching; *Small Group Instruction; *Student Development; Student Improvement; Student Participation; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; Teacher Workshops; Teaching Skills
IDENTIFIERS- Israel

A study examined both cognitive and activity rhythms of lessons in a variety of disciplines and teaching styles in the medical school curriculum among 20 faculty members at Ben Gurion University, Israel. Studied were changes which occurred in the rhythms following a teacher training program, and interrelationship among rhythms and size of learning groups. Teachers involved in the study took part in a 4-day workshop, based on microteaching techniques, which aimed at improving teachers' instructional behavior in two dimensions: (1) to replace the traditional teaching modality of lecturing by a pattern which elicits students' self-initiated verbalization; and (2) to use and stimulate the students to use a higher cognitive level of verbal exchange during the lesson. Results showed a significant rise in activity and cognitive levels in teachers' classes following the training workshop; however, the educational gain from the training varied considerably in the different learning groups according to size. Three distinct rhythms of lessons--dramatic rhythm, dynamic rhythm, and static rhythm--were disclosed for both cognitive and activity parameters. There was a prevalence of "static rhythm" after the workshop in all group sizes. (JM)

ED 229 397 TM 830 287

Syropoulos, Mike
Evaluation of Project FAST (Federally Assisted Staff Training).
Detroit Public Schools, Mich. Dept. of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Educational Improvement; Educational Needs; Elementary Secondary Education; *Improvement Programs; *Inservice Education; *Parent Participation; *Program Evaluation; Questionnaires; *Teacher Workshops
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Project FAST

In 1981-82, over 4,500 staff members and parents of the Detroit Public Schools participated in the inservice education programs funded through the Federally Assisted Staff Training (FAST) Project. These activities were carried out in over 140 workshops to provide training for the academic improvement of Title I target students. The following categories represent the thrust of the sessions: (1) teacher and paraprofessional teams, (2) teacher behavior improvement, (3) classroom discipline, (4) learning disabilities, (5) individualized instruction, (6) mathematics material development, (7) classroom material production, (8) affective education, (9) perceptually handicapped, (10) parent training, (11) self concept, (12) career education, (13) classroom management, and (14) reading in content areas. Questionnaires (see Appendix B) for staff members and parents were sent to elicit the extent to which participants found the workshops to be helpful. Consultants, group participants, goals and objectives, and materials and/or exercises were perceived as workshop strengths. Weaknesses of staff development programs are discussed and recommendations are presented. Samples of inservice training sessions and evaluation reports are included in the appendices. (PN)

ED 229 430 TM 830 331

Knox, Douglas R., Comp.; And Others
Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-80-0040
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- American Indian Languages; *American Indians; *Bilingual Education Programs; Elementary Secondary Education; Instructional Materials; *Program Evaluation; Program Improvement; Resource Materials

This annotated listing cites guides, journal articles, research reports, reference materials, and conference papers and proceedings on evaluating bilingual education programs for American Indians. Items cited were published between 1969-81. The listing is the latest in a series of bibliographies derived from a computerized database, Bilingual Education Bibliographic Abstracts. While the 72 citations deal with evaluating materials, fewer citations pertain to program evaluation directly than to materials. Each entry contains an abstract describing the contents of the material. Both a title and an author index are included. (Author/PN)

ED 229 446 TM 830 354

Freeman, Donald J.; And Others
Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-107
PUB DATE- Mar 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Techniques; *Content Analysis; Grade 4; Intermediate Grades; Interrater Reliability; Management by Objectives; Mathematics Materials; *Standardized Tests; *Teaching Styles; Test Wiseness; *Textbook Content; *Textbook Research
IDENTIFIERS- Holt Rinehart Winston Company

Earlier content analyses showed that the match between content covered by textbooks and tests varied as a function of the particular textbook and test a teacher was asked to use. This study tried to determine if the congruity in textbook-test content varied as a function of different styles of textbook use. Using year-long case studies of seven teachers as a guide, five distinct styles of textbook use were identified. These ranged from a page-by-page progression through the book to the selection of only those lessons that conformed to a management-by-objectives system (MBOS). The match between content covered on each of five standardized tests and the lessons covered by each usage style of the Holt fourth-grade mathematics textbook was determined. The results support two important conclusions: (1) when a MBOS serves as the core of an individualized approach to instruction, low achievement students may suffer serious handicaps in their opportunities to learn content covered on standardized tests, and (2) overall levels of student performance on standardized tests of achievement may be relatively insensitive to variation in the content of classroom instruction resulting from differences in how teachers use textbooks. (Author/PN)

ED 229 487 UD 022 767

Wilson, Thomas A.
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Jun 80
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Change Strategies; Educational Improvement; Elementary Secondary Education; Information Utilization; Interprofessional Relationship; *Linking Agents; *Problem Solving; *Program Effectiveness; Research Needs; Social Change; *Social Influences; *Staff Role; *Technical Assistance; Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project

This paper, written by the director of the Documentation and Technical Assistance Project (DTA), reviews lessons learned from this project for enhancing problem solving capacities of urban schools, and assesses some of the reasons that the project was terminated ahead of schedule by the National Institute of Education. In the first chapter the vision and ideology underlying the DTA are explored, and the project developers' commitment to social change through educational problem solving is described. Chapter II deals with the author's own background and involvement in social action programs, linking his experiences to the assumptions upon which the DTA was created. The third chapter reviews problems faced by DTA project designers and technical assistance personnel, including: (1) the confounding of inquiry and demonstration in the project's design; (2) applicability of the model being tested; (3) the ability to generalize concepts which arise from very specific strategies; (4) insufficient involvement of practitioners; (5) problems with long term face-to-face technical assistance efforts; (6) exaggerated expectations as to the range of problems that can be addressed at the local school level; and (7) the idea that conceptual problems can be solved through organizational change. The concluding chapter examines the function of assumptions in research and innovation and the melding of practitioner issues with research concerns. (GC)

ED 229 318 SO 014 683

Zuga, Karen F.
Elementary School Students' Interaction with the Planned Curriculum Through Their Valuing, Adapting, and Modifying Subject Matter.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum Evaluation; Educational Quality; Educational Research; Elementary Education; Ethnography; *Relevance (Education); *School Effectiveness; Student Adjustment; *Student Attitudes; *Teacher Effectiveness

Ways in which elementary school students value, adapt, and modify the curriculum are revealed by reporting statements of children in grades 2 through 4 in a midwestern parochial school. Over 250 hours of observation as well as interviews with students, teachers, parents, and the principal formed the basis of research. Data were assembled through writing field notes, audio-taping interviews, and collecting school documents, student papers, textbooks, and lesson plans. Children reported they valued subject matter because they realized the necessity of the subject, liked it, felt successful at it, and felt it was "fun." They did not, however, equate fun with easy or superficially entertaining subjects; rather, observation reveals that they have fun when a task is interesting, difficult, perplexing, and challenging. Boredom occurs when students are given standardized assignments and must wait for the teacher in order to proceed with their work. They do manage to become physically involved with passive lessons by, for example, miming a story being read to them. Students modify the curriculum by adding their accumulated experiences to it. They express a desire for personal activity and the challenges of learning subject matter that will be introduced to them in later grades. Clearly, challenging students is critical to their learning. (KC)

Steinberg, Lois, S.; And Others
Community Environments and Parent Participation with Appendices .
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 80
CONTRACT- 400-70-0005
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Community Characteristics; Comparative Analysis; Decentralization; Elementary Secondary Education; *Parent Associations; *Parent Participation; *Parent School Relationship; Participative Decision Making; *School Community Relationship; *Suburban Schools; *Urban Schools

This study compares parent participation in a suburban New York school district with parent participation in five Chicago city schools. Section one provides an overview of the study, which was based on an examination of external innovations (such as laws, court orders, and new programs) that created new bases for parents to become involved in educational decision making at the local school level. Section two reviews characteristics of the suburban school district studied and characteristics of the school system which appeared to influence parent participation in major issues (budget controversies, school board elections, facilities, school community relations). In sections three through five, the history, personnel networks, and social characteristics of several suburban parent groups are then reconstructed and interaction settings and resources mobilized by these groups are described. The remainder of the study focuses on the urban research, with section six detailing methodological criteria. Sections seven and eight compare variations in parent participation levels in the five urban sites, and provide researchers' and community organizers' comments regarding the parent participation data. Implications of the study's findings for policymakers, administrators, and parents are discussed in section nine. Appended to the study are conceptual and theoretical background, as well as research instruments utilized. (GC)

ED 229 474 UD 022 754

Wilson, Stephen H.
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Aug 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Development; *Cultural Differences; Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; Equal Education; Parent Participation; *Problem Solving; *School Community Relationship; Social Change; Teacher Education; Workshops
IDENTIFIERS- *Cognitive Frameworks; *Consciousness Raising; San Andreas Cultural Continuity Project

Cognitive frameworks are the common meanings that a group of people share as they perceive things, communicate, explain events, understand connections between events, and interpret their world. This paper explores the use of the concept of shared cognitive frameworks in formulating methods for improving public schools. The analysis is based on data collected from observation of nine school improvement projects that emphasized the enhancement of schools' problem solving capacities. One section of the paper discusses the San Andreas Cultural Continuity Project, which sought to bring about school improvement through workshops that aimed to raise consciousness and develop a shared framework among school staff, parents, and the community concerning the concept of discontinuities between the culture of American public schools and the culture of black children. A second section examines how the concept of shared cognitive frameworks contributes to understanding of school improvement, and discusses problems associated with the concept. A final section provides a brief review of theoretical literature on cognitive frameworks and their importance in promoting social change. It is emphasized that the cognitive framework approach for problem solving in urban schools sees problems not as disparate, but as interconnected parts of larger social events. (Author/MJL)

ED 229 229 SE 041 429

Resources for the Future. Annual Report for the Year Ending September 30, 1982.

Resources for the Future, Inc., Washington, D.C.

PUB DATE- 82
AVAILABLE FROM- Resources for the Future, 1755 Massachusetts Ave., NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agriculture; Annual Reports; Books; *Conservation (Environment); *Energy; Environmental Education; Food; Foreign Countries; Forestry; Fuels; Land Use; *Natural Resources; *Physical Environment; *Policy Formation; Pollution; Program Descriptions; Water
IDENTIFIERS- *Environmental Quality; *Minerals

Resources for the Future, Inc. (RFF) is a nonprofit, tax-exempt corporation headquartered in Washington, D.C. RFF's purpose is to advance research and education in the development, conservation, and use of natural resources, including improvement of the quality of the environment. Most of its programs are carried out by resident staff, but a few are supported through grants to universities and other nonprofit organizations. Most studies are in the social sciences and are broadly concerned with relationships of people to the natural environment. Provided in this report is a selected representation of RFF's research programs and activities, concentrating on new projects and completed work. Programs and activities are described under the following headings: center for energy policy research (energy/national security, energy sources/technologies, integrative reviews, mineral economics and policy); quality of the environment (environmental assets, produced assets, environmental policy); renewable resources (food/agriculture, forests economics and policy, Federal lands, climate, workshop); and books in brief (describing five books and seven research papers, arranged alphabetically by author); and public affairs. Also included is a presidential essay ("Information, Communication, and the Policy Process" by Emery N. Castle, RFF president), financial statements, and information on Fall Forum, Wednesday Seminar Series, staff changes, and outside staff activities/publications. (JN)

ED 229 258   SE 041 540

Souviney, Randall J.
Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jan 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computation; Elementary Education; *Elementary School Mathematics; *Learning Activities; Manipulative Materials; *Mathematics Instruction; Number Concepts; *Teaching Methods; Whole Numbers; Worksheets
IDENTIFIERS- *Indigenous Mathematics Project; *Papua New Guinea

This set of 13 activities, adapted from "Mathmatters: Developing Computational Skills with Developmental Activity Sequences (by Randall Souviney, Tamara Keyser, and Alan Sarver) was designed to help teachers using the Indigenous Mathematics Project materials (in Papua New Guinea) understand the basic processes involved in computation with whole numbers and provide background in the use of appropriate concrete models. The activities focus on base ten materials, place value, addition, subtraction, multiplication, and division. Recording sheets for pupil work are included. (MNS)

ED 229 273 SE 041 555

Souviney, Randall

Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.

Indigenous Mathematics Project, Port Moresby (Papua New Guinea).

SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Aug 81

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTIONS- Cross Cultural Studies; Cultural Influences; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; *Field Studies; Inservice Teacher Education; Language Role; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; Teaching Methods; Testing

IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This final report summarizes two years of research carried out by the Indigenous Mathematics Project at five community schools in Papua New Guinea. The first section gives a brief overview of the study, including a summary of the important results, overall conclusions, and recommendations. It is written using non-technical terms whenever possible, to provide a reasonable level of understanding of the outcomes. The final two sections describe, in some technical detail, the research methodology and design; the data analysis procedures; and the results of the analysis of achievement, cognitive, and classroom observation data. Recommendations are made regarding the revision of the current Mathematics for Community School syllabus and subsequent textbook production. The study concludes that the prompt introduction of an appropriate, locally developed textbook for grades 4, 5, and 6, and comprehensive teacher handbooks for grades 1, 2, and 3, would, in conjunction with minimal learning aids and adequate in-service training, have significant effects on teacher competence and student achievement. The results were considered especially encouraging relative to potential gains in rural and remote-rural settings. Appendices outline a proposed schedule for curriculum development and objectives for community school mathematics programs. (MNS)

ED 229 287　　　　　　　　　　　　　　　　SO 014 496

Shapiro, Karen; And Others
Programming in the Arts: An Impact Evaluation.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 1 Sep 80
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Artists; Audiences; Cultural Activities; Cultural Enrichment; Financial Support; *Fine Arts; Fund Raising; History; Mass Media; Organizations (Groups); *Program Evaluation
IDENTIFIERS- *Programming in the Arts

To assess the impact of Programming in the Arts (PITA), a funding category of the National Endowment for the Arts, personal interviews were conducted with 225 individuals in 13 cities, and archival material (e.g., project proposals and final reports) and secondary data sources (e.g., Nielsen ratings) were analyzed. PITA supports television, film, video and radio programs on the arts, and has made major grants to such series as Live from Lincoln Center. The evaluation report consists of seven chapters. Chapter 1 provides an historical context for PITA and describes the major PITA funded series and specials. The quality and accomplishments of the series and specials and their promotion and distribution histories are discussed in chapters 2 and 3 respectively. Financial, technological, production, and programming impacts of PITA on the media are examined in chapter 4. The financial and creative impacts, as well as indirect impacts, of PITA as reported by artists and art organizations and disciplines are reported in chapters 5 and 6. A summary is provided in chapter 7. Appendices describe the major series and research design and methodology, contain the interview instrument, and list the interviewees. (RM)

ED 229 303 SO 014 630

Savitz, Fred R.; DiSibio, Robert A.
The Pedagogy of Concept Learning in the Elementary Grades: An Interdisciplinary Approach.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Classroom Techniques; Community Development; *Concept Teaching; Diagnostic Teaching; Elementary Education; Independent Study; Individualized Instruction; Lesson Plans; Self Directed Groups; *Social Studies; Teacher Guidance; United States History; Urban Studies

Elementary teachers can use a 3-D approach (direct, divide, and diversity) to classroom instruction and management to teach concept-based lessons. Initially the teacher will "direct" an interactive learning process by diagnosing student needs and modifying subsequent learning tasks through the analysis of student feedback. On the basis of the diagnosis and feedback, the teacher will "divide" the children into an instructional group with which he/she will work directly. The remainder of the students will work independently. These students must select and complete activities that emerge from the third part of the approach, "diversity." The notion of diversity implies creative classroom instruction and management. The first sample lesson is designed to help children understand the concept of city, through processes such as comparing, analyzing, evaluating, generalizing, and direct involvement. The second lesson on community development introduces students to the people who populated the American city from 1865 to 1910. Provided for each sample lesson are an overview, objectives, the focusing event, and the engagement activity. (RM)

ED 229 382 SP 022 294

Nelson, Barbara J.; And Others
The Master Teacher Program at Colorado State University--Collaboration for Growth.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College School Cooperation; Curriculum Development; *Educational Cooperation; *Graduate Study; Higher Education; *Inservice Teacher Education; *Master Teachers; Program Development; Teacher Education Curriculum; *Teacher Education Programs; Teacher Improvement; *Teacher Role
IDENTIFIERS- Colorado State University

The Colorado State University's program for master teachers stressed the "collaboration for growth" concept throughout the program's conceptualization, implementation, and evaluation. The program began in Fall 1979, with an emphasis on analysis of instruction. The program's second year focused on the application of educational theories in teaching. During the third year, expansion of teaching and educational models was the major emphasis. The program's implementation involved the designing of its courses and activities, including individual growth plans, class activities, a video course, summer workshops, change projects, and a culminating paper. The program's evaluation found both strengths and weaknesses in three categories: instructional growth, personal growth, and redefinition of roles. These strengths and weaknesses are listed, along with several conclusions that have emerged from the Master Teacher Program. (CJ)

ED 229 414 TM 830 313

Wolf, Fredric M.; And Others
Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *College Entrance Examinations; *Competitive Selection; Higher Education; *Medical Students; Predictive Measurement; *Predictive Validity; Regression (Statistics); Science Tests; *Testing Problems; Test Items
IDENTIFIERS- Cross Validation; *Medical College Admission Test; *National Board of Medical Examiners; Test Revision

The predictive and incremental validity of the New Medical College Admission Test (New MCAT) Science Problems Subtest was examined with a sample of over 165 medical students. Criterion measures were National Board of Medical Examiners (NBME) Part I (basic science) and Part II (clinical science) performance. The Science Problems subscore is derived from a subset of the same items found on the Biology, Chemistry, and Physics subtests, creating nonindependence. Results of incremental validity analyses and of all possible subsets regression analyses using Mallow's Cp criterion raise questions concerning the practical utility of the Science Problems subtest in prediction equations to make admission decisions. Cross-validation analyses supported the inclusion of the Biology subtest in prediction models of both NBME Parts I and II, and of the Chemistry subtest for NBME Part I. (Author)

ED 229 431 TM 830 333

Maspons, Maria M.; Llabre, Maria M.

Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Educational Planning; Higher Education; *Hispanic Americans; *Predictive Validity; *Quantitative Tests; Standardized Tests; Teaching Methods; *Test Coaching; *Test Reliability; Test Wiseness
IDENTIFIERS- *College Guidance Placement Program

Examined are the effects of test-taking training given to Hispanic students on the reliability and predictive validity of a mathematics predictor test. The sample consisted of 535 entering Hispanic college students. Of these, 241 completed most of their education in the United States and had prior familiarity with multiple-choice tests, while 294 students had received most of their education outside of the United States and were unfamiliar with the multiple-choice test format. The students were randomly assigned to the experimental or control group. Students in the experimental group were instructed on those skills outlined by Millman, Bishop and Ebel which are independent of the test constructor. Control subjects received information on the college's mathematics programs for an equivalent period of time. All subjects were administered the computation scale of the College Guidance and Placement Program (CGP). Based on the results of the predictor test, subjects were placed in either a Basic Skills or Algebra course. A total of 159 subjects completed the courses. Results showed slightly lower internal consistency estimates for the experimental group and an increase in predictive validity for experimental subjects. (Author/PN)

ED 229 244 SE 041 445

Energy Adventure Center. Activity Book. Revised and Expanded Edition.
Wichita Unified School District 259, Kans.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Climate Control; *Conservation Education; Decision Making; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Heating; Instructional Films; *Learning Activities; *Manufacturing; Power Technology; *Solar Energy
IDENTIFIERS- *Energy Education

A variety of energy activities are provided, including instructions for and questions related to energy films. The activities are organized into five sections. Section 1 (work) includes an activity focusing on movement and change. Section 2 (forms of energy) includes activities related to mechanical (movement), radiant (light), chemical (burning), electrical, nuclear, thermal (heat), and sound energy, and energy conversions. Section 3 (resources and energy) includes activities related to renewable/non-renewable resources, and development of resources (considered origins, equipment, uses, environmental impact, and economic impact). Section 4 includes activities focusing on society and energy, addressing energy use (energy use eras and present patterns), power and politics (international, national, and local), and the future of energy. Section 5 provides activities related to the individual and energy. Topics/concepts considered include practical applications in manufacturing, heating/cooling, and transportation; and making energy decisions (obtaining facts, information, data, exploring options, evaluating, and action planning). (JN)

ED 229 334 SP 021 634

International Symposium on the Evolution of the Content of General Education Over the Next Two Decades. (Paris, France, July 7-11, 1980). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-80/CONF. 803/7
PUB DATE- 15 Apr 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Access to Education; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *General Education; Global Approach; Government Role; Learning Activities; *Long Range Planning; *Relevance (Education); Social Change; Social Indicators; Trend Analysis; World Problems

This report of a symposium on general education was written to guide future discussion and action concerning the content of general education. Topics covered include: (1) responsibility for educating the young; (2) priorities in determining the content of general education in the areas of science, technology, the environment, society, language, community, and culture; (3) preparing students for the world of work; (4) strengthening values and aptitudes; and (5) developing appropriate learning experiences according to changes in society. Specific proposals are offered on the role of national governments in education, and on supportive activities by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). In the second section, a report is given on the background and objectives of the symposium. A summary of the proceedings is included. Appendices contain a synopsis of the main preparatory documents, a list of documents distributed, the opening and closing addresses, a selective bibliography of documents and publications on educational content; and a list of participants. (JD)

ED 229 350 SP 022 192

Clark, D. Cecil; Bergstrom, Scott J.
Type and Perception of Feedback and Teacher Change.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Change; *Feedback; Questionnaires; Student Attitudes; *Student Evaluation of Teacher Performance; Student Reaction; Teacher Attitudes; *Teacher Behavior; *Teacher Response; Two Year Colleges; Videotape Recordings

Changes in teacher behavior in response to different types of feedback were examined. Subjects were faculty members from a two-year college. Five types of feedback were selected: (1) videotapes made during one class period; (2) the Bellack system, which provides the teacher with an observer-made graph of frequencies of teacher and student interaction; (3) every question asked by the teacher during a given period written down verbatim; (4) written reactions by students on specific teaching activities during instruction; and (5) questionnaires gathering student perceptions of the class, teacher, and their own progress. Teachers' perceptions of a feedback's novelty, credibility, and relevance were also sought. Comparisons among the five types of feedback showed that the types most related to student learning increased teacher change to a greater extent than did types less related to student learning. Teachers did not perceive the five types of feedback differently on the dimensions of novelty, credibility, and relevance. Student questionnaires were seen most likely to produce change, followed by students' written reactions on class activities. Videotaping proved to be less associated with teacher change than did other types of feedback. (JD)

Calderhead, James
Research into Teachers' and Student Teachers' Cognitions: Exploring the Nature of Classroom Practice.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Teachers; Classroom Environment; Cognitive Development; Cognitive Processes; Educational Research; Elementary School Teachers; Expectation; Microteaching; Student Teacher Relationship; *Student Teachers; *Teacher Attitudes; *Teacher Response; *Teaching Experience

In order to compare the differences in cognitions of experienced and beginning teachers, the perceptions of six experienced teachers, six student teachers, and six probationer teachers (in their first year of teaching after college training) were studied at various times during the course of a school year, using a variety of methods (interview, repertory grid techniques, and stimulated recall commentaries on parts of lessons involving interaction with individual pupils or small groups). The findings from this exploratory work suggest that teachers possess qualitatively different types of information about pupils. Some types of information appear to be more useful to teachers in some contexts than others, although different types of information are often combined to guide their classroom actions. Teachers' perceptions can be classified into four major categories: (1) knowledge about pupils in general; (2) general knowledge about particular pupils; (3) specific knowledge about pupils; and (4) knowledge related to diagnostic/remediation routines. When comparing experienced teachers' knowledge with that of student teachers and probationer teachers, it seems that beginning teachers start out with very little of any of these types of knowledge. The type of knowledge that student and probationer teachers acquired most rapidly was general knowledge about particular children. (JM)

ED 229 398 TM 830 289

Wolfle, Lee M.

High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; *Data Collection; *Employment Level; Error of Measurement; High Schools; High School Seniors; Longitudinal Studies; Mathematical Models; *Parent Background; Racial Differences; *Reliability; Research Methodology; *Socioeconomic Status; *Student Characteristics; Whites
IDENTIFIERS- *High School and Beyond (NCES)

Many studies of educational outcomes collect data on the socioeconomic characteristics of parents from students, and not from the parents themselves. Nevertheless, students are often fallible informants of parental status factors. A series of distinct hierarchical measurement models were used to examine the structure of errors in high school seniors' reports of parental socioeconomic status and compare the extent of these reporting errors between blacks and whites. Using data from "High School and Beyond (HSB)," a longitudinal study of United States sophomores and seniors, the analysis estimated the accuracy of reports of parental traits across races for both parents and senior students, then considered the extent to which reports of students matched those of parents. Finally, and more restrictively, the analysis compared the reliabilities of data reported by black and white parents and students. It was found that the reliability coefficients for students were significantly smaller in value than the reports of parents, and a fairly large covariance existed between the students' reporting errors of mother's and father's education. The errors with which black students reported their parents' socioeconomic characteristics were significantly larger and reliability coefficients were lower than those of white students. (Author/CM)

ED 229 488 UD 022 769

Smith, Louis M.; Dwyer, David C.
Federal Policy in Action: A Case Study of an Urban Education Project.
National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Oct 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Improvement; Educational Policy; *Educational Research; Elementary Secondary Education; *Federal Programs; Formative Evaluation; Improvement Programs; *Organizational Development; *Program Implementation; *Technical Assistance; *Urban Education
IDENTIFIERS- *Inquiry and Assistance Project

This monograph describes the origins and implementation of a Federal educational program, the Inquiry and Assistance Project (IAP), designed to improve urban public schools through the efforts of researchers and consultants in a research and development setting. The first section provides background information on the IAP study. Section two contains discussions of conceptualization, planning and contracting of IAP staff, and initial problems encountered. An analysis and interpretation of IAP activities, the social milieu that surrounds the organization, as well as its relationship with the Federal Education Department (FED), are discussed in section three. A literature review on public policy and an evaluation of systemic, interactional, and contextual theories concerned with improving urban education make up the fourth section. Appended to the report are an evaluation of a proposal similar to the IAP, a section on methodological and procedural issues, a problem statement, research instruments, and a bibliography. (AOS)

ED 229 214 SE 039 607

Mann, Lori D.; Stapp, William B.

Thinking Globally and Acting Locally: Environmental Education Teaching Activities.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 400-78-0004
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Agricultural Production; Elementary Secondary Education; *Energy; *Environmental Education; *Global Approach; Higher Education; Interdisciplinary Approach; *Learning Activities; *Life Style; Natural Resources; Physical Environment; *Pollution; Population Growth; Solid Wastes; Transportation; Wildlife
IDENTIFIERS- *Endangered Species

Provided are teaching activities related to: (1) food production and distribution; (2) energy; (3) transportation; (4) solid waste; (5) chemicals in the environment; (6) resource management; (7) pollution; (8) population; (9) world linkages; (10) endangered species; and (11) lifestyle and environment. The activities, designed to help learners better understand the relationships between their actions and the world environment, focus on cultural linkages and demonstrate the overt and covert interdependencies among the nations of the world and between people and systems. In addition, they can help bring about an awareness of the many ways in which local actions have far-reaching effects on people in other parts of the world, and conversely, how worldwide problems have different effects on different regions. It is also intended that the activities build a global orientation into the learner's daily life, and empower individuals to act in accordance with this orientation. Each activity includes a statement of purpose, recommended educational level, subject area (science, mathematics, social studies, fine arts, language arts, home economics, and other areas), concept(s) fostered, reference(s), and when applicable, list of materials needed. (JN)

ED 229 259 SE 041 541

Souviney, Randall J.
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; *Mathematics Curriculum; *Mathematics Instruction; *Problem Sets; *Problem Solving; *Teaching Methods
IDENTIFIERS- Indigenous Mathematics Project; Papua New Guinea

This paper, part of a series of working papers published to provide documentation of research and development efforts associated with the Indigenous Mathematics Project of Papua New Guinea, discusses the role of problem solving in the mathematics curriculum and types and characteristics of good problems, with illustrations. Reasoning by analysis and synthesis are presented in some detail, with attention to ends-means analysis and structured problem solving. In the next section, the search for problem solutions is discussed, including suggestions for organizing problem solving sessions. Polya's four-step plan is described, with comments on each step. Several problem-solving strategies are illustrated, with a sample problem worked for each: guesstimation, work backwards, reduce to a simpler case, conduct an experiment, and add elements to the problem situation. In the final section, classroom activities are presented, such as whole-class problem-solving warm-ups and three problems with solutions. A bibliography is included. (MNS)

ED 229 319 SO 014 688

Becker, James
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- G00-81-2514
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *Citizenship Education; *Community Education; *Cultural Awareness; Elementary Secondary Education; Federal Aid; *Global Approach; Information Dissemination; Inservice Education; *Multicultural Education; Program Descriptions; Program Effectiveness; Program Evaluation
IDENTIFIERS- Elementary Secondary Education Act Title III

Six global education projects funded under (or with purposes similar to) Title III of the Elementary and Secondary Education Act are evaluated. The projects are: A Model for the Dissemination of Multicultural Perspectives for Midwestern Public Schools (Illinois), Citizen Education for Cultural Understanding (Ohio), Kentucky Model for Citizenship Education Project, International Community Workshop (Minnesota), Project Enrichment (Iowa), and the School of Global Education (Michigan). Major data collection occurred during site visits in which project staff, direct and indirect clients, and persons acting as links with organizations were interviewed. The major portion of the document contains evaluations of individual projects. However, a summary of the entire project reveals that a variety of definitions and approaches to global education exist, a lack of a well-coordinated national effort is apparent, effective leadership accounts for the success of a program, materials come from a wide variety of sources, and inservice education is a popular strategy. Also, project success depends on the capacity of leaders to operate within the constraints and support of an institutional setting, dedication to the project, sensitivity to the culture of the school, contacts with similar projects, and willingness to attend to the political and personality factors impinging on the project. (KC)

ED 229 447 TM 830 355

Dunn, William N.; And Others
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
Pittsburgh Univ., Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 82
GRANT- NIE-G-81-0019
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Improvement; Educational Methods; Educational Policy; Evaluation Methods; *Linking Agents; Measurement Techniques; *Methods Research; Research and Development Centers; *Research Methodology; Technical Assistance; *Use Studies
IDENTIFIERS- *Knowledge Utilization; *Research Results; University of Pittsburgh PA

This report summarizes major findings and policy implications of a University of Pittsburgh project titled Methodological Research on Knowledge Use and School Improvement. The major emphasis has been methodological rather than substantive. The primary purpose has been to describe, evaluate, and recommend alternative concepts, methods, and techniques that enlarge capacities to understand and shape processes of knowledge use and school improvement. This project focuses on three core methodological problems: the criterion problem in knowledge use, the multiattribute problem of meanings attached to knowledge, and conceptualization and measurement in the knowledge transactional problem. Procedural inventory, typological procedures and analytic procedures are discussed as research objectives. The approach employed to realize these objectives may be described as a form of methodological triangulation: documentary and archival search; pooling, selection, and analysis of procedures; and network consultation, conferences, and workshops. The project results are summarized around five sets of methodological findings: reproducibility, reliability, and validity; knowledge use as a criterion; formal classification schema; generative classification schema; and sociocognitive grid procedures. Appendices contain an annotated bibliography of working and occasional papers, a sample procedure abstract, a sample study profile, and frequency distributions for study profiles. (Author/PN)

ED 229 461 UD 022 669

Steinberg, Lois S.; And Others
Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 80
CONTRACT- 400-70-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Elementary Secondary Education; Parent Attitudes; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Participative Decision Making; School Community Programs; *School Community Relationship; Suburban Schools; *Urban Schools

The study described in this summary explores school and community factors that encourage parent participation in decisions that affect the quality of children's schooling. Its primary objective was to identify and compare factors that foster parent networks around school issues in suburban and urban areas. Five groups mobilized by middle class parents in the early 1970s to promote reforms in a suburban New York school district were identified, and their role in fostering school related networks was reviewed. Next, a description of formal arrangements that allow for parental involvement in this school district were contrasted to opportunities for minority parent involvement in schools in five Chicago neighborhoods. Based on differences in parent participation in the two study areas, several recommendations were offered: (1) provide support for independent groups that are interested in reforming schools; (2) develop new procedures to represent and validate parental concerns; (3) implement training programs for parents to increase their access to new ideas; and (4) foster clarification of parents' role and promotion of meaningful parent participation by administrators and school personnel. (AOS)

ED 229 475 UD 022 755

Smith, David M.; Gregory, Lynn

The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools.

Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Nov 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Improvement; *Educational Research; Elementary Secondary Education; Experimenter Characteristics; *Field Studies; *Program Development; *Program Implementation; Research Design; Researchers; *Research Problems
IDENTIFIERS- *Documentation and Technical Assistance Project

This report explores the field research experience of the Documentation and Technical Assistance Project, an activity of the Center for New Schools in Chicago, Illinois. Using ethnography as a major research tool, DTA studied nine school sites, documented information on how the schools solved problems to bring about school improvement; and provided technical assistance in developing improvement strategies for other schools, based on information from nine sites. Chapter 1 of the report discusses the evolution of the project, and focuses on developments in research organization; research design preparation; hiring, training, and directing of site researchers; delineation of the site researcher's job; and relationships between researchers and the research sites. Chapter 2 examines constraints on the DTA research efforts, which might explain why the project evolved as it did. Among the constraints examined are: (1) the project's nonacademic context; (2) conditions of the research contract; (3) problems that arose from the project's collaborative arrangements; (4) the project ideology; (5) geographical dispersion of the project; and (6) problems in implementing the data management system. Chapter 3 analyzes emergent problems in the DTA field experience, which might be encountered in doing other field research. Appendices, which describe the role and responsibilities of site researchers, are included. (MJL)

ED 229 230 SE 041 430

Levin, James; Jones, Craig
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Attitude Measures; Educational Background; Elementary Education; *Elementary School Science; Elementary School Teachers; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Sex Differences; *Teacher Attitudes
IDENTIFIERS- Science Education Research

The objective of this study was to compare data on preservice and inservice elementary teachers' attitudes toward science and science instruction. Four attitudes were assessed: (1) science as a male domain; (2) science usefulness; (3) confidence in teaching; and (4) effectance motivation (liking of science). These measures were selected since they have been shown to be related to sex differences with respect to science/mathematics enrollment and achievement. Attitude measures were administered to preservice teachers (N=48) during their senior year in college and to inservice teachers (N=77) in a southern Pennsylvania school district. Independent variables included levels of professional status (preservice/inservice), grade levels (preschool/2nd, 3rd/4th, 5th/6th, no preference), levels of instructional importance of science (high/low), sex (male/female), and levels of science courses taken in college (none, 1/2, 3 or more). Data were analyzed using multivariate analysis of variance, Duncan's multiple comparison test, and Tukey's HSD multiple comparison test. Significant differences were found for the main effects of professional status, science instructional ranking, and sex; and also for the interaction effects of professional status x college science, science ranking x sex, and science ranking x college science. Tables, references, implications, and recommendations for further research are included. (Author/JN)

ED 229 245 SE 041 446

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- Dec 82
GRANT- EPA-T-901366010
AVAILABLE FROM- EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Audiovisual Aids; Citizen Participation; Environmental Education; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment
IDENTIFIERS- Hazardous Materials

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their problems. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-XI. (JN)

ED 229 288 SO 014 551

Haveman, Robert; Wolfe, Barbara
Education and Economic Well-Being: The Role of Non-Market Effects.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
REPORT NO.- IRP-DP-716-82
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Economic Research; *Economic Status; *Education; *Life Satisfaction; Life Style; Productivity; *Quality of Life; Social Values; Socioeconomic Status
IDENTIFIERS- *Economic Impact; Economic Impact Studies

The aggregate economic value of additional education or schooling is an important research question with major policy impact. Labor market based estimates are only a portion of the total effects of education which are valued by citizens. The remaining portion consists of some additional marketed effects of education and a large number of valuable effects such as working conditions, leisure, and health which are not reflected in market prices. The first part of the paper discusses the economic character of 20 marketed and non-marketed effects of education and summarizes what is known from existing literature regarding the magnitude of impact and economic value of each effect. The second section outlines a method for measuring the marginal value of education, covering both market and non-market impacts. Illustrative calculations are provided in the third and final section. It is concluded that the standard rate of return estimates of the benefit of incremental schooling may capture only about three-fifths of the full (market plus non-marketed) value of education. (Author/RM)

ED 229 304   SO 014 634

Zevin, Jack
Final Report on a Queens College Program for Secondary School Personnel.
City Univ. of New York, Flushing, N.Y. Queens Coll.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science Education.
PUB DATE- 30 Jun 79
GRANT- SER-77-20753
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College School Cooperation; *Information Dissemination; *Inservice Education; Instructional Improvement; Instructional Materials; Participant Satisfaction; Program Implementation; Secondary Education; *Social Sciences; Social Studies; Summative Evaluation

A 1977 project to acquaint secondary school teachers, administrators, specialists, and parent groups to innovative social science programs and textbooks is described. Project staff consisted of education and social science professors and an experienced teacher. Divided into small groups, participants were encouraged to sample, study, and critically review a variety of economics, political science, anthropology, psychology, and sociology materials. Sessions, held bi-weekly for a year, consisted of a brief description of a selected program, a demonstration using a lesson selected from the curriculum, and a question-answer session. In addition, three full-day conferences focused on issues of concern in specific disciplines. At a followup conference, participants evaluated the project and reported on their use of the curricula. General satisfaction with the content and methods of the project and dissatisfaction with the brief time allotted to each of the social science programs were reported. A large proportion, 35 out of 45, stated that they had experimented with 1 or more of the curricula. Data from three visits to each teacher indicated a high degree of student-teacher interaction, classrooms open to student ideas, and a considerable quantity of class discussion. (KC)

ED 229 335 SP 021 829

Trennepohl, Harlan J.; And Others
Have Skills: Will Teach?
PUB DATE- 28 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Standards; *Admission Criteria; Competency Based Teacher Education; *Education Majors; *Evaluation Criteria; Higher Education; *Minimum Competency Testing; Preservice Teacher Education; *Schools of Education; *Teacher Education Programs; Teacher Interns; Teaching Experience
IDENTIFIERS- *Kansas

Some of the realities, at a state and national level, of implementing new teacher education standards that emphasize basic skills are discussed. Reported on is Kansas' response to the national trend toward teacher basic skill testing (five house bills concerning teacher education). The Kansas State Board of Education proposal for a competency testing requirement is described, as well as a one-year teaching internship, which would help teachers in areas that can not be tested, such as classroom management. Recent measures of the academic potential of teacher education majors are reviewed as are ways to reverse this downward trend. Preliminary research findings of elementary undergraduate majors at Kansas State University are discussed with regard to the relationship between a proposed 2.5 grade point average (GPA) requirement and students' performance on basic tests administered in reading and mathematics. It is noted that the trends report the existence of little relationship between students' competence in the basic skills and their college academic performance as measured by GPA. (JM)

ED 229 351 SP 022 193

Hodges, Carol A.
An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Change; Cooperating Teachers; *Experiential Learning; Higher Education; *Methods Courses; Preservice Teacher Education; *Reading Instruction; Student Attitudes; Student Teachers; *Student Teaching; Teacher Influence; *Teaching Experience

A study analyzed the experiences of 10 student teachers, 5 of whom taught in a traditional program and 5 of whom taught without cooperating teachers. The study's purpose was to gain insight into factors influencing views and actions of student teachers and to determine why they did or did not correspond to views they expressed after participating in a reading methods course. Student teachers were observed four times in the classroom, and post-observation discussions were held with the student teachers and (when possible) with supervisors. Interviews were conducted with the student teachers following the practicum. The student teachers began the practicum with views consonant with those espoused in the methods course. Following their experience, they were unanimous in citing factors which influenced their actions and, in some cases, changed their views toward reading instruction. Among those influences were school pressures (including suggestions from cooperating teachers), lack of confidence, discipline problems, limited time, and seeming irrelevance of some content of the methods course. It was observed that, while cooperating teachers had an influence, student teachers who did not have cooperating teachers acted in much the same way as those who did. (Author/JD)

ED 229 383 SP 022 297

Kneer, Marian E.
A Look at the Curriculum and Instruction Gap in the Secondary School.
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Educational Practices; *Educational Theories; Inservice Teacher Education; Physical Education; *Physical Education Teachers; School Size; Secondary Education; *Teacher Attitudes; Teacher Response; Teacher Role; Teaching Experience; *Teaching Methods
IDENTIFIERS- *Theory Practice Relationship

A study sought: (1) to discover the size of the physical education curriculum gap between theory and practice by determining the percentage of the schools studied used recommended procedures; (2) to determine if school size had any influence on teachers using recommended procedures; (3) to discover the size of the theory practice gap by determining what percent of instructors practiced recommended procedures; (4) to gather information from teachers as to why they chose not to use recommended practices; and (5) to determine if school size, teacher gender, and teaching experience and inservice education had any influence on teachers' use of recommended practices. Results support the widely held notion that a gap exists between instructional theory and practice. That gap, as reported by 228 instructors from a random sample of 20 Illinois secondary schools, is at least 35-40 percent in terms of regular use of recommended planning, practice, and evaluation procedures; teaching approaches; and teaching/learning environments. The reason most often stated by physical education teachers for not using recommended procedures was that "it was not necessary" (42 percent). School size, teaching experience, and inservice education were all found to be linked positively with the use of recommended practices. Tables presenting study data are appended. (JM)

ED 229 399 TM 830 292

Lay-Dopyera, Margaret; Beyerbach, Barbara
Concept Mapping for Individual Assessment.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; Concept Formation; Curriculum; Documentation; Higher Education; Individual Development; *Learning Processes; Memory; Pretests Posttests; Quantitative Tests; *Recall (Psychology); *Teacher Education; *Vertical Organization
IDENTIFIERS- *Concept Mapping; Differentiation; *Item Hierarchies

Concept mapping typically refers to the graphic representation of concepts and their interrelationships. In this instance, concept mapping is used as a means for assessing an individual's conceptual understanding of a curricular topic. In a series of studies with teacher trainees, emphasis was on determining whether concept maps have regular features which are quantifiable and which change as a function of instruction. Differences were found on number of items (differentiation) on pre and post maps for topics which were the focus of course instruction but not for topics for which there was not instruction. The internal contents of maps were highly idiosyncratic and, although in the absence of instruction, there were not significant changes in differentiation or overall complexity, there were changes in the specific content included. Nevertheless, the maps appeared to be excellent diagnostic devices for determining individuals' conceptions regarding topics such as "teaching," "classroom management," "documentation of children's gains." Differences were also found on differentiation scores and on the number of subordinate levels portrayed between groups of teacher trainees with differing amounts of education for the topic "teaching." Years of experience for inservice teachers, however, were not related to scores derived from maps. (Author)

ED 229 415 TM 830 314

Moore, JoAnne E.

What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Basic Skills; Comparative Analysis; Educational Assessment; Factor Analysis; *Factor Structure; *Grade 10; High Schools; *Quantitative Tests; *State Programs; Testing Programs
IDENTIFIERS- *Michigan Educational Assessment Program; *Test Content; Test Revision

In 1980, the Michigan Educational Assessment Program (MEAP) revised the instruments used to assess basic skills attainment in mathematics and reading of all students in grades 4, 7, and 10. The research summarized in this paper examined the factor structures of the 1979 and 1980 versions of the Grade 10 MEAP mathematics test. These two versions were found to be different in factor structure. In addition, a subset of the objectives which was common to the two versions was found to behave differently depending on which version of the test was used to assess it. Decisions made using each of the versions were also investigated. These decisions, using MEAP criteria, were found to be dependent upon which version of the test was used to make them. (Author)

ED 229 432 TM 830 334

Gastright, Joseph F.
An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Compensatory Education; *Educationally Disadvantaged; Elementary Education; Intentional Learning; Pretests Posttests; *Reading Improvement; *Reading Instruction; Reading Tests; Research Methodology; Surveys; Teacher Attitudes; *Test Coaching; *Test Wiseness
IDENTIFIERS- California Achievement Tests; Elementary Secondary Education Act Title I; Mini Tests

This study tested the hypthesis that the reading gains of compensatory education pupils in grades one and four exposed to intensive test wiseness instruction would not differ significantly from the reading gains in a randomly assigned control group. Schools offering ESEA Title I classes (N=48) were randomly assigned to the treatment and control groups. Approximately four hundred students in each grade received twenty hours of test wiseness instruction as part of one hundred hours of supplemental reading instruction between the pretest and the posttest administration of the California Achievement Test. The implementation procedures of RMC Model A were rigorously observed and the NCE gains of the school units were analyzed separately for the two grades using a t test. The null hypothesis was supported in both cases. Extensive evidence was collected to show that the materials were used by the treatment teachers. Survey results indicated that teachers were quite positive about the commercially prepared mini-tests and felt that they would improve reading gains. (Author)

ED 229 274 SE 041 559

Reif, F.
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
California Univ., Berkeley. Dept. of Physics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- SED-79-20592
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Chemistry; *Cognitive Processes; *College Science; Engineering; Higher Education; Knowledge Level; Mechanics (Physics); Physical Sciences; *Problem Solving; Recall (Psychology); Science Education; *Science Instruction; Student Behavior; *Teaching Methods
IDENTIFIERS- National Science Foundation; Science Education Research

Several central ideas emerging from a systematic approach to teaching problem-solving in the quantitative sciences (chemistry, physics, engineering) are discussed. Areas addressed include: differences between teaching and performance, between naturalistic and effective functioning, and between detailed observations and gross statistical data; insights derived from naturalistic studies, focusing on preexisting knowledge of students, tacit knowledge of experts, and significant differences between problem-solving behaviors of students and of experts; and kinds of procedures and knowledge essential for good human problem-solving performance, pointing out general issues addressed by any theoretical model of good problem-solving and discussing characteristics of the knowledge base containing knowledge about a specific domain. Problem-solving procedures considered include initial problem description, synthesis of the problem, and assessment/improvement of the solution. Current problem-solving activities in science teaching (focusing on student behaviors and instructional practices) are addressed, followed by a discussion of improved methods for teaching problem-solving. These methods include teaching explicitly and separately the various kinds of knowledge essential for good problem-solving performance (including knowledge of how to describe problem effectively), procedures useful for making judicious decisions in search for solutions, procedures for assessing solutions for correctness/optimality, and methods for organizing large amounts of knowledge so information can be easily recalled/remembered. (JN)

ED 229 367 SP 022 244

Grove, J. Robert; Pargman, David
Effects of Achievement Tendencies and Competitive Outcomes on Performance.
PUB DATE- Apr 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Need; College Students; *Competition; Expectation; *Failure; Goal Orientation; Higher Education; Males; Physical Activities; Physical Fitness; Self Actualization; *Self Evaluation (Individuals); *Student Motivation; *Success

A study examined cognitive and behavioral consequences of continuous success or failure in a competitive situation involving 40 undergraduate males. Three performance variables were selected for examination: expectancies for success, amount of self-motivated practice, and performance quality. Subjects were informed that they would be competing against another student in a best-three-out-of-five dart tossing contest. For each competitive trial, the subject estimated his chances of outscoring his opponent by marking a 17-point expectancy scale. Competitors were given a 5-minute practice period to be used at their own discretion. The number of throws made was recorded unobtrusively. Subjects then made a set of five throws at a target located on the floor 5 feet away, using the non-preferred hand. Fictitious feedback that the individual had either defeated or lost to his opponent on that trial was administered. Subjects were then asked to rate the importance of six factors in determining whether they won or lost: (a) task difficulty; (b) natural ability; (c) opponent's natural ability; (d) effort; (e) opponent's effort; and (f) luck. Results provided evidence for both cognitive and behavioral consequences as a result of consistent competitive outcomes. In general, the data suggested a motivational decrement with repeated success in such situations. (JM)

ED 229 462 UD 022 714

Gurak, Douglas T.; And Others
Hispanic Diversity in New York City.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Programs.
PUB DATE- Jul 80
GRANT- 1-R01-MH-30569-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTIONS- Acculturation; *Adjustment (to Environment); *Delinquency; Employed Women; Family (Sociological Unit); Females; Health Needs; *Hispanic Americans; *Immigrants; *Labor Force; Mexican Americans; Puerto Ricans; *Socioeconomic Status
IDENTIFIERS- California (Los Angeles); *New York (New York)

This issue of the Hispanic Research Center's journal contains four articles which focus on various aspects of the Hispanic community in New York City. In the first article, Douglas T. Gurak and Lloyd H. Rogler use data from censuses, ethnographic accounts, and public documents to profile New York City's Hispanic population. They review the socioeconomic status of Hispanics at both the national level and within New York City, the impact of illegal migration on social services, and the assimilation of Hispanics through interethnic marriages. In another article, "Hispanic Migrants in New York: Work, Settlement and Adjustment," the authors provide an overview of an ongoing project on employment patterns, settlement/assimilation processes, and immigration as it relates to labor market theories. The third article, "Implications of Criminal Justice Administration: The Puerto Rican and Mexican-American Experiences," by Elizabeth Collado, reports on two seminar-workshops dealing with the Hispanic experience of criminal justice and the interrelationship between gangs, drugs, and prison in the Mexican-American "barrios" of Los Angeles. Finally, changing family structures, labor participation, and the health status of Hispanic females are the subjects of a research project and proposed conference discussed in the fourth article, "Research Issues: Family, Health, and Employment Patterns of Hispanic Women," by Ruth Zambrana. (AOS)

ED 229 489 UD 022 773

Graves, Theodore D.; And Others

The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Acculturation; *Adjustment (to Environment); Ethnic Groups; *Ethnicity; *Family Relationship; Foreign Countries; Group Unity; *Immigrants

IDENTIFIERS- *New Zealand; *Pacific Islanders; Wendt (Albert)

In an attempt to evaluate the thesis of Albert Wendt, the well-known Samoan writer, that competing loyalties, goals, and expectations create tension among Polynesian migrants to New Zealand, this paper examines the psychological and social costs of Polynesian migration to an urban center in New Zealand. During 1979-80, 228 Samoans, 2,122 Cook Islanders, and 224 New Zealanders of European heritage were selected from within the same working class neighborhoods of Auckland, New Zealand. These groups were interviewed in their native language about their social and familial contacts, employment experiences, education, and general coping and adjustment patterns. In the paper, the experiences of one Samoan couple are presented, in order to describe the adjustment of Pacific Islanders to life in their adopted land. Three adaptation strategies (kin reliance, peer reliance, and self reliance) are discussed, and the consequences of these strategies for ethnic minority immigrants are considered. (GC)

ED 229 215 SE 040 737

Oryshkewych, Ostap E.
Education. Vol. I.: The Philosophy of Education. Third Edition - Enlarged.
REPORT NO.- ISBN-8022-1246-8
PUB DATE- 82
AVAILABLE FROM- Philosophical Library, Inc., 200 W. 57th Street, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Change; Educational Improvement; Educational Needs; *Educational Philosophy; *Educational Sociology; Educational Strategies; *Humanism; *Philosophy

In this philosophical treatise, the author decries the dehumanizing forces impinging on people and urges revitalized education with a personal thrust as the best way of correcting the problem. He proceeds from the idea that "the present purpose of education is to train a professional in the shortest possible period", while it "neglects to educate persons of value or stature", using, moreover, "artificial ana unnatural methods." Developed in separate sections are the need for philosophy, the role and purpose of education, teaching as a profession, the social heritage in education, the role of will, morals as the basis of education, idealism in education, esthetic education, ethical education, civic and social education, education for health and productivity, the method of instruction, and the role of experience. A bibliography is included. (MNS)

ED 229 260 SE 041 542

Souviney, Randall J.
Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).

SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cognitive Development; Cross Cultural Studies; Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematical Vocabulary; Mathematics Achievement; *Mathematics Curriculum; Quantitative Tests; Reading Achievement; Reading Tests
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

The assessement materials described in this report were used by the Indigenous Mathematics Project to document various achievement and cognitive development factors at five sites in Papua New Guinea. The achievement instruments are criteria-referenced and consist of the Primary Maths Achievement Test, The Test of Arithmetic Skills, and the reading and dictation tests. There are also seven cognitive assessment tasks, assessing visual memory, M-space, class inclusion, conservation of number, logical classification, seriation (double), and conservation of length. Instructions for administration and a list of materials needed are provided for each instrument. The appendix contains the data collection sheet, a coding sheet, and each achievement test. (MNS)

ED 229 320 SO 014 689

Burn, Barbara B.
American Fulbright Grantees' Experience in Germany: A Comparative Study.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Feb 83
GRANT- G00-81-02534
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Careers; Comparative Education; Higher Education; *International Educational Exchange; Language Proficiency; Life Style; *Participant Satisfaction; *Professional Recognition; Social Science Research; *Values
IDENTIFIERS- Europe (West); *Fulbright Exchange Program; *West Germany

The effect of Fulbright grantees' experience in West Germany is analyzed in terms of subsequent careers, involvement with international education activities, personal values and life styles, and German language proficiency. Some comparisons are made between Fulbright scholars to Germany and those to other Western European countries. Data were obtained from a comprehensive 1979 study of Fulbright students, teachers, researchers, and travel-only grantees. Of 5,000 grantees who were sent a questionnaire, 3,116 responded, representing 5 to 6 percent of all Fulbright scholars. Germany Fulbright respondents overwhelmingly perceived their Fulbright experience as providing intangible benefits and enhancing their job status. Since their tours, the great majority of these grantees have been involved in crosscultural research and in contact with professional colleagues abroad. Three-fourths of the respondents assessed their reading proficiency as very good or good at the conclusion of their Fulbright to Germany. More scholars to Germany were in humanities and fewer in social sciences than those to Western Europe, more had their Fulbright awards in the 1970s than in the earlier decades, and more had travel-only awards. Personal changes for all Fulbright respondents include traveling abroad, visiting friends abroad, and forming permanent relationships in the Fulbright country. Former Fulbrighters are internationally mobile and socially international. (KC)

ED 229 416 TM 830 315

Golub, Lester S.
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Access to Education; *Bilingual Education Programs; English (Second Language); Equal Education; Evaluation Criteria; Evaluation Methods; *Formative Evaluation; Language Proficiency; *Program Evaluation; *Program Improvement; *Questionnaires
IDENTIFIERS- Assessment Instruments; *Process Analysis

Areas of process evaluation which are crucial but often overlooked in determining exemplary bilingual education programs are presented. The process evaluation components discussed are: (1) needs assessment; (2) program planning; (3) commitment and competencies of staff; (4) nature and appropriateness of instruction and curriculum; (5) pupil selection and retention; (6) classroom behavior and satisfaction of pupils; (7) exit rate of pupils to regular school program; (8) institutionalization of the program; (9) organization and management of the program; and (10) community satisfaction and support of the program. These components are included in the accompanying 41-page Process Questionnaire for Assessing Exemplary Bilingual Education Programs. (PN)

ED 229 448 TM 830 356

Dunn, William H.; And Others
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
Pittsburgh Univ., Pa.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 82
GRANT- NIE-G-81-0019
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Diffusion (Communication); *Educational Improvement; Educational Policy; Information Needs; *Instructional Development; *Linking Agents; *Methods Research; Networks; Research and Development Centers; Research Projects; *Research Utilization; Technical Assistance; *Use Studies
IDENTIFIERS- *Knowledge Utilization; University of Pittsburgh PA

The University of Pittsburgh Program for the Study of Knowledge Use is conducting methodological research on knowledge use and school improvement. The Pittsburgh Program, established in 1978, is an interdisciplinary program designed to conduct research, provide instruction, and offer technical services. Specifically, the purposes of the program are: (1) to conduct research on the production and use of research-based and experiential knowledge by policymakers, practitioners, and other stakeholders in issues areas ranging from education, mental health, and criminal justice to productivity and performance improvement, program evaluation, and social planning and policy; (2) to offer an integrated program of instruction that promotes capacities to understand, critique, synthesize, package, and disseminate knowledge and skills appropriate for improving the production and use of knowledge in the public and private sectors; and (3) to build a network of university-practitioner relationships that enables a timely and appropriate response to needs for consultation, technical services, and training in strategies for deliberately enhancing the use of available knowledge to alleviate practical problems. Eleven individual papers examine aspects of the program such as the conceptual design, relevant literature, research contexts, qualitative procedures, study of knowledge networks, and methodological choices. (Author/PN)

ED 229 476 UD 022 756

Wilson, Stephen H.
Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- Nuffield Science Teaching Project, Winchester (England). Physical Science Course.
PUB DATE- Nov 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Change; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; Linking Agents; Parent Participation; *Problem Solving; Teacher Role; *Technical Assistance; Theories; Urban Schools
IDENTIFIERS- *Cognitive Frameworks; Documentation and Technical Assistance Project; Responsive Education Project NY; San Andreas Cultural Continuity Project; School Self Improvement Project NY

This paper describes experiences of the Documentation and Technical Assistance Project (Chicago, Illinois) in helping schools to improve their problem solving capacities through the use of cognitive frameworks (shared meanings that people use to interpret their world). The paper discusses two projects that illustrate how shared frameworks have functioned in school problem solving: (1) New York City's Responsive Education Project, which sought to enhance school improvement by providing activities that would enable teachers to understand the concept that children can learn optimally if their environment is structured to promote learning; and (2) the San Andreas Cultural Continuity Project, which aimed to raise school staff and community consciousness concerning the concept that discontinuities exist between the culture of the schools and that of black children. As a point of contrast, the paper also describes the School Self Improvement Project in New York, which emphasized organizational development rather than cognitive frameworks as an approach for school improvement. It is suggested that technical assistance groups that seek to assist urban school staff in systematically using shared cognitive frameworks should: (1) be clear about the framework; (2) have credibility; (3) be easily available to schools; (4) encourage voluntarism and community participation; and (5) utilize planned techniques. (Author/MJL)

ED 229 231 SE 041 431

Palumbo, Thomas J.; And Others

Selected Characteristics of Persons in Environmental Science: 1978.

Department of Commerce, Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Jul 82
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402 ($4.50 single copy, subscription package rates: series P-20, P-23, P-27 and P-60, $75. per year; series P-25, P-26, and P-28, $100. per year).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Earth Science; *Educational Background; *Employment Experience; Employment Level; Engineering Education; *Engineers; Higher Education; Occupational Mobility; Occupational Surveys; Oceanography; *Personnel Data; Physical Environment; *Salaries; Science Education; *Scientists; Space Sciences
IDENTIFIERS- National Science Foundation

This report is the third of a series of reports based on data collected in the 1978 National Sample of Scientists and Engineers survey. Profiled are the characteristics of 29,775 persons represented in the national sample's field of environmental scientists: 24,615 earth scientists, 3,481 atmospheric scientists, and 1,678 oceanographers. Characteristics are discussed under five headings: (1) composition (sex, age, regional/racial distribution); (2) education and training; (3) professional experience and growth of field, focusing on years of professional experience, field of science/engineering in 1976, and job mobility in 1978; (4) labor force participation; and (5) income, focusing on basic annual salary rate of full-time employed environmental scientists in 1978. Text material is supplemented by statistical data presented in three text tables, one chart, and individual tables related to each of the five areas. Survey methodology (including questionnaire used and response rates) is provided in five appendices. Findings, among others, indicate a predominantly male (96 percent), white (98 percent) sample with a median age of 47 years. In addition, 93 percent were in the labor force, and of those not in the labor force, 86 percent were retired. The 1978 basic salary rate of full-time employees was $30,234. (JN)

ED 229 246 SE 041 447

Blashfield, Jean F., Comp.
Aerospace Bibliography. Seventh Edition.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Aerospace Education; Annotated Bibliographies; Astronomy; *College Science; *Elementary School Science; Elementary Secondary Education; Energy; Higher Education; Science Education; *Secondary School Science; *Space Exploration; *Space Sciences

Provided for teachers and the general adult reader is an annotated and graded list of books and reference materials dealing with aerospace subjects. Only non-fiction books and pamphlets that need to be purchased from commercial or government sources are included. Free industrial materials and educational aids are not included because they tend to have a transitory availability. Books and reference materials are listed, alphabetically by author, in the subject matter index (part 1). Major subject areas are: space exploration; impacts of space exploration; future space activities; astronomy; exobiology (life beyond earth); aeronautics; energy; space and the humanities; and aerospace education. Suggested reading/usage levels, designated by codes, are also provided in part 1. Codes include P-primary (grades 1-3), I-intermediate (grades 4-6), U-upper (grades 7-8), S-secondary (grades 9-12), and U-adult/college level. Most books of general interest to the public at the adult level are also listed for secondary. Part 2 contains an annotated list, arranged alphabetically by author, of all books/materials cited in the subject index. Author(s), title, source, number of pages, International Standard Book Number (ISBN), and annotation are provided for each entry. Likewise, the same information is provided for reference materials (guides, annuals, atlases, bibliographies, dictionaries, and encyclopedias) in part 3. (JN)

ED 229 289 SO 014 559

Tate, C. Neal
The Development of the Methodology of Judicial Behavior Research: A Historical Review and Critique of the Use and Teaching of Methods.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Behavioral Science Research; Comparative Analysis; *Court Judges; Data Analysis; *Decision Making; Literature Reviews; Longitudinal Studies; Research Design; *Research Methodology; *Research Needs; Research Tools; State of the Art Reviews

Methodologies and trends of judicial behavior research (the study of how and why court judges make decisions) are traced from the 1920s to the present. Arranged into five sections, the first two sections of the report identify principal points of social science research in general. A summary of methodology in judicial behavior research reveals that the majority of researchers use judges' decisions as their primary data source; however, this source is being increasingly supplemented by comparative analyses of judges from American and non-American systems. The third section reviews research during the "pioneer days" from the 1920s to the publication of Schubert's "The Judicial Mind" in 1965. The introduction of factor analysis, multiple regression, bloc, and scalogram analyses are noted as the most significant statistical developments of the period. The fourth section traces methodology from "The Judical Mind" to the present. The psychometric model, comparative analyses, enhancement of methodological foundations, expansion of survey research, content analysis, and longitudinal studies are characteristic of this period. The last section assesses the state of the art and suggests that comparative studies and experimental designs will increase and more effective use of known statistical methods will occur. (KC)

ED 229 305 SO 014 636

Gunn, Angus M.
Sharing British Columbia's Water Resources. A Teaching Unit for Secondary Schools.
British Columbia Univ., Vancouver. Faculty of Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Comparative Education; *Conservation (Environment); Controversial Issues (Course Content); *Political Issues; Secondary Education; Social Studies; Units of Study; *Water Resources
IDENTIFIERS- *British Columbia

Seventeen student worksheets form a secondary school unit which focuses on the challenge of shared usage of water resources. Pressure currently exists for a more balanced approach in which all legitimate interests in a water source are served. The worksheets include readings which focus on enough water for all, the water cycle (including a programmed exercise), power politics and hindsight, the selling of water, wetland areas, the new environment, the McGregor River diversion, the Alcan story, the Kemano Completion Project, the potential of the Stikline River, and water as a precious commodity. Charts of the world's water supply, British Columbia's major rivers, water balance graphs, and major hydroelectric power sites are also provided. Both readings and charts are accompanied by discussion questions. A brief test concludes the unit. (KC)

ED 229 336 SP 021 854

A Synopsis of the National Conference on Fitness and Aging (Washington, DC, September 10-11, 1981).

President's Council on Physical Fitness and Sports, Washington, D.C.

SPONS. AGENCY- General Foods Corp., White Plains, N.Y.
PUB DATE- 82
AVAILABLE FROM- President's Council on Physical Fitness and Sports, 450 Fifth Street, NW, Suite 7103, Washington, DC 20001 (Free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Aging (Individuals); Athletics; Educational Gerontology; Exercise Physiology; Government Role; Nutrition; *Older Adults; Physical Activities; *Physical Fitness; *Physical Health; Recreational Programs; State Programs

This report contains presentations and program descriptions given at a conference on physical fitness and older adults. Included are: (1) Keynote Address (Richard S. Schweiker); (2) "Government's Role in Fitness for the Aging" (Pete V. Domenici and Beverly B. Byron); (3) "What Is Aging?" (James Skinner); (4) Medical Implications of Fitness and Sports for Seniors: "Joint Changes in the Aging" (James A. Nicholas), "Health and Heart Enhancement" (Samuel M. Fox III), and "Exercise and the Post-menopausal Woman" (Barbara L. Drinkwater); (5) Luncheon Address (Janet R. MacLean); (6) "Nutritional Considerations for the Active Senior" (Myron Winick); (7) "Functional Fitness for Older Americans" (Herbert A. deVries); (8) "Physical Activity: The Foundation of Youth in Aging" (Everett L. Smith); (9) descriptions of state programs in Illinois, Maryland, Pennsylvania, Virginia, and Indiana; (10) descriptions of special programs--"Take Care of Yourself," "Calisthenics for Seniors," and the Colorado Springs Senior Center; (11) "Sociological and Psychological Implications of Fitness and Sports for the Elderly" (Art Ulene); (12) "The 'E' in Elderly: Exercise" (Robert N. Butler); (13) "Recreation Programs for Active Seniors" (John H. Davis, Constance R. McAdam, Clark T. Thorstenson, and Brian Latham); (14) "Physical Fitness Programs for the Aging Employee" (Richard D. Finucane and Andrew T. Letendre); and (15) "The Time Is Now" (C. Carson Conrad). (CJ)

ED 229 352 SP 022 194

Nordman, Reg
An Effective Microcomputer Inservice: Designing and Using Awareness Workshops.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Computer Literacy; Computer Science Education; Elementary Secondary Education; *Inservice Teacher Education; *Microcomputers; Peer Teaching; *Program Development; *Program Evaluation; *Teacher Workshops; Tutoring

A description is given of the design, use, and evaluation of a series of microcomputer training workshops for teachers. Chapter 1 presents a justification for the program, citing societal, technological, and professional pressures on teachers, and the need for change in educational techniques. In chapter 2, a review of literature is offered on these perceived pressures and needs, along with a review of current thinking on the principles of adult education and computer education. The design of the inservice program, based on research and recommendations on effective inservice programming and recognized methods of microcomputer instruction is described in the third chapter. Chapter 4 includes discussions on trials made of format and content records, how the workshops improved, various groups served, evaluation process, and outcomes for the groups. In chapter 5, a summative evaluation of the program presents information on the sample, audience, data--both pre- and post-inservice, feedback, concerns, and questionnaire results. Chapter 6 offers implications of the program and recommendations for future programs. A summary and conclusion are presented in the final chapter. A bibliography and five appendices containing supplementary materials are included. (JD)

ED 229 384 SP 022 298

Charles, John M.
Adult Play.
PUB DATE- 9 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adult Development; *Adults; *Holistic Approach; Leisure Time; *Life Style; *Play; Psychological Patterns; Recreational Activities; Well Being

In its broadest context, play can be interpreted as any pleasurable use of discretionary time. Playfulness is an intrinsic feature of being human, and should be viewed in the light of a total lifestyle, not as an occurrence in an isolated time of life. Adult play appears to be an indefinable and controversial concept. A holistic approach should be taken to understand the phenomenon of adult play, given its wide breadth of definition and interpretation. As the human being matures, play behavior and reasons for participating in play activities change and evolve. Adults are able to create their approaches to play, either by contrasting work and other life attitudes with play behavior, or by choosing play activities that reinforce their life styles. Many goals, methods, and styles of work are increasingly spilling over into leisure activity. An important challenge is to restore the quality of playfulness to adult play. Those concerned with teaching or providing play awareness must pay attention to Aristotle's ancient ideal of an integrated--body/mind/spirit--person. Social systems, educators, administrators, families, and individuals of all capabilities must join in a concerted attempt to develop natural play in a holistic fashion. (CJ)

ED 229 400 TM 830 294

Kose, Gary
Children's Conceptions of Spatial Relationships in Drawings and Photographs.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Child Development; Children; Cognitive Ability; *Cognitive Processes; *Concept Formation; *Depth Perception; Discrimination Learning; Freehand Drawing; Photographs; *Spatial Ability; *Visual Measures
IDENTIFIERS- Cognitive Mapping; *Piagetian Tasks

This study concerns children's understanding of spatial relationships and their expression in drawings and photographs. Sixty children (ages 5, 8, and 11) were asked to discriminate and reproduce three types of depth relationships in either drawings or photographs: enclosure, where a larger object is placed directly behind a smaller object; occlusion, where one object is placed in front of and partially obscuring another object; and perspective, where two objects are completely in view but one object is placed behind and at a distance from the other. The findings indicate that reproduction is more difficult than discrimination in both media. When reproducing the depth relationships, overall, it was more difficult to reproduce them in photographs than in drawings. However, certain depth relationships are more easily reproduced in photographs, while others are more easily reproduced in drawings. The results are discussed in terms of how the characteristics of the medium access different aspects of conceptual understanding. (Author/PN)

ED 229 433 TM 830 336

Yap, Kim Onn
Promoting Evaluation Use Through Technical Assistance: An SEA Example.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Compensatory Education; Data Analysis; Elementary Secondary Education; *Evaluation Utilization; Evaluators; Feedback; Longitudinal Studies; *Predictor Variables; Program Development; Program Improvement; Review (Reexamination); Special Education Teachers; *State Departments of Education; *Technical Assistance
IDENTIFIERS- *Elementary Secondary Education Act Title I; Hawaii; *Secondary Analysis

The study involved an attempt to promote use of evaluation data in compensatory education through a technical assistance effort at the state education agencies (SEA) level. It included a secondary analysis of Hawaiian Title I longitudinal data and dissemination of findings through a series of consultations with evaluation and program personnel at the SEA and local education agencies (LEA) levels. Impetus for the study came from increased awareness of information needs on the part of project staff for program design and improvement purposes. The study suggests several potent variables for predicting Title I student achievement. These variables include school type, school/project enrollment, pretest achievement status, per pupil cost, absenteeism, project setting and instructional approach. Outcomes of the study suggest that face-to-face technical assistance is not only a viable but perhaps one of the most effective ways of promoting use of evaluations. (Author/PN)

ED 229 490 UD 022 774

Giraldo, Fernando Urrea

Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34.

New York Univ., NY. Faculty of Arts and Science.
SPONS. AGENCY- Tinker Foundation, New York, N.Y.
PUB DATE- 4 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Organizations; Demography; *Economic Factors; *Family (Sociological Unit); *Family Income; Heads of Households; Hispanic Americans; *Immigrants; *Labor Force; Migration Patterns; Occupational Mobility; Quality of Life; *Socioeconomic Status
IDENTIFIERS- *Colombian Americans; New York (New York)

This study analyzes the results of a survey conducted on the participation of Colombian migrant households in the New York City labor market and the occupational mobility of these men and women in that labor market. It focuses on the socioeconomic dimensions of their migration on three levels: (1) macroeconomic--concerning the New York City labor market broadly, in context of both national and international trends; (2) intermediate--concerning the specific labor market involvement of 176 Colombian immigrants residing in Queens, New York; and (3) micro--examining the Colombian sample population through in-depth interviews, focusing on such topics as women in the migration process, ideology, and levels of consciousness of Colombian immigrants. Economic reasons that necessitate migration are reviewed from a global perspective. Then trends in Colombian migration to the United States of both skilled and unskilled workers, and the demographic characteristics of the Colombian community in New York City are described. Colombian households in New York are compared with those of urban areas in Colombia. Finally, sociodemographic and economic characteristics of Colombian households are examined in relation to their participation in the labor force. (AOS)

ED 229 216 SE 041 292

Nelson, Doyal; Worth, Joan
How to Choose and Create Good Problems for Primary Children.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-205-8
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($3.00 ea., 10 or more copies to same address earn 20% discount, orders $20.00 or less must be accompanied by remittance).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; Geometric Concepts; Grouping (Instructional Purposes); Guidelines; Learning Activities; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; *Primary Education; *Problem Sets; *Problem Solving

The purpose of this booklet is to help teachers design and select appropriate mathematical problems for the early childhood years. Organizing the classroom for problem-solving sessions is its secondary focus. The material was gathered in early 1970s and first appeared in the National Council of Teachers of Mathematics' Thirty-Seventh Yearbook, "Mathematics Learning in Early Childhood." After noting the central role of problem solving in the curriculum, some characteristics of good problems are listed. Two sample problems are then discussed in detail. The majority of the booklet consists of selected problems for beginning stages and for later stages. Finally, attention is directed to suggestions for group work with problem solving. (MNS)

ED 229 261 SE 041 543

Levin; Paula; And Others
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Cross Cultural Studies; Educational Research; Ethnography; *Field Studies; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Research Tools
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This field guide was used as a basis for documenting classroom events at five community school sites in Papua New Guinea, as part of the Indigenous Mathematics Project in its ongoing research into primary mathematics learning. Methodology for evaluating the appropriateness of curriculum form and content is described and specific sections focus on ordering materials, the lesson packet, and the school in the community. The section on the lesson packet contains explicit instructions on interviewing the teacher, recording classroom activities, taking field notes, and interviewing students, and includes codes for noting classroom organization, language shifts, classroom interaction, and classroom talk. In the section on the school in the community are instructions for describing such factors as the physical setting, materials and resources, classroom activities, and language use in the community. One appendix contains sample field notes, sample language use and classroom interaction forms, and student questionnaire. A second appendix presents comments on the field guide. (MNS)

ED 229 275 SE 041 560

Reif, F.
Acquiring an Effective Understanding of Scientific Concepts.
California Univ., Berkeley. Dept. of Physics.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SED-79-20592
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Science; *Comprehension; *Concept Formation; Higher Education; High Schools; Knowledge Level; Learning; *Physics; *Science Education; Science Instruction; *Scientific Concepts; *Scientific Principles; Secondary School Science; Teaching Methods
IDENTIFIERS- *Knowledge; Misconceptions; National Science Foundation

Studies have shown that students, after having studied physics concepts and being familiar with them for an appreciable time, may nevertheless lack the ancillary knowledge needed to use such concepts reliably; correspondingly, they exhibit major misconceptions and errors. Provided in this paper is an analysis of the ancillary knowledge required to make a scientific concept of principle effectively usable. Property concepts are addressed since these are centrally important to descriptions needed in science. This analysis includes, as a subset, the ancillary knowledge for a simple entity concept. Furthermore, the ancillary knowledge of a property concept is essentially the same as that for a principle. The most-important ancillary knowledge required to make a concept effectively usable is that required to interpret the concept appropriately. This analysis of the ancillary knowledge needed for concept interpretation points out some practical implications for the learning and teaching of scientific concepts/principles. Students could be made aware of the ancillary knowledge (focusing on specification of concept, concept values, independent variables; instantiation; and error prevention) required to interpret a particular concept of interest or for use as a general skill in effectively learning any newly encountered concept or principle. (JN)

ED 229 368 SP 022 245

Paese, Paul C.
The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
PUB DATE- 26 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Achievement Gains; Feedback; Higher Education; *Physical Education; Physical Education Teachers; Preservice Teacher Education; *Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Effectiveness; *Teacher Supervision; *Time on Task

A study examined the effectiveness of university supervisors' feedback on the Academic Learning Time in Physical Education (ALT-PE) of students in two student teachers' classes. Subjects used in this study were secondary school pupils (chosen at random) in two student teachers' physical education classes. Students were observed 13 times for a 40 minute period by two observers trained in the ALT-PE interval system. The student observations, which occurred during the teaching of volleyball skills, were conducted during baseline and intervention periods. Results indicate that a behavior change did occur in both student teachers' pupils as a result of the intervention, which was supervisory feedback. ALT-PE was found to be a valuable supervisory tool in helping student teachers improve instructional performance and in helping student teachers increase their pupils' achievement. Tables displaying study data and references are included. (JM)

ED 229 417 TM 830 316

Benor, Dan E.
Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Clinical Diagnosis; Clinical Experience; Cognitive Processes; Evaluation Methods; Foreign Countries; Hypothesis Testing; Medical Evaluation; *Medical Students; Problem Solving; *Simulation; *Test Construction; *Test Validity
IDENTIFIERS- Content Validity; Hypothesis Formulation; *Hypothetic Organism Test; Israel

Hypothesis generation has been proven to be a crucial phase in the clinical inquiry. The current instruments for measuring clinical problem-solving skills, however, are unable to differentially assess the hypothesis generating ability. For assessing this particular capability a new test is described. It is based upon exposing the examinee to an unrealistic, hypothetical, and thus unfamiliar context. A wide range of alternative data are presented, from which the examinee is required to choose those which fit his or her hypothesis, avoiding internal inconsistencies. Construct validation, both discriminant and convergent is presented, demonstrating independence of the test on the depth of the knowledge of the content areas from which it is derived; at the same time achieving significant correlation with the scores on patient-management-problems (PMP). This later correlation increases as the PMP further diverges from the recognizable reality. Some variations of the "unrealistic simulation approach" are proposed. These may correspond with the various stages in the medical education. It is suggested that this test be used as a supplementary to the PMPs. (Author)

ED 229 449 TM 830 357

Dunn, William N.; And Others
Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
Pittsburgh Univ., Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 82
GRANT- NIE-G-81-0019
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Abstracts; Diffusion (Communication); Educational Policy; *Instructional Development; Linking Agents; *Methods Research; Profiles; Research and Development Centers; *Research Methodology; *Research Problems; Research Tools; *Research Utilization; *Use Studies
IDENTIFIERS- *Knowledge Utilization

This volume presents in one collection a systematic inventory of research and analytic procedures appropriate for generating information on knowledge production, diffusion, and utilization, gathered by the University of Pittsburgh Program for the Study of Knowledge Use. The main concern is with those procedures that focus on the utilization of knowledge by policymakers and practitioners. The aim was to select research instruments with maximum relevance to methodological problems. A documentary and archival search was narrowed to 64 procedures that were compared, contrasted, and assessed in accordance with a standardized abstracting procedure. Each abstract provides a general information profile including (1) author, (2) availability, (3) purpose, (4) variables, (5) description, (6) development, (7) reliability/validity, (8) administration, and (9) sources. In addition, study designs were investigated in terms of employer procedures. Where possible, a study profile describing the unit of analysis, sampling procedure, type of design, research methods, practice area or population, definition of knowledge use, and other key methodological issues was constructed. General information profiles were limited to procedures that satisfied the criteria of reproducibility and face relevance to knowledge use. (Author/PN)

ED 229 463 UD 022 715

Marcos, Luis R.; And Others
The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Programs.
PUB DATE- Apr 80
GRANT- 1-R01-MH-30569-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTIONS- *Bilingualism; Communication (Thought Transfer); *Hispanic Americans; *Illegal Immigrants; Interpreters; *Language Role; *Mental Health; Older Adults; Psycholinguistics; *Psychotherapy; Social Networks; Social Services

This journal issue concerns research projects conducted at the Hispanic Research Center of Fordham University in New York City. In the first article, Luis R. Marcos discusses research on the psychiatric evaluation and psychotherapy of bilingual Hispanic patients, focusing primarily on linguistic factors which affect evaluation and treatment of the Hispanic population. A number of specific diagnostic and treatment strategies are evaluated and recommendations for mental health professionals who deal with bilingual patients are offered. In the second article, "Alternative Models of Service Delivery for the Hispanic Elderly," Marta Sotomayor claims that existing services have not kept pace with the needs of the Hispanic elderly and suggests the use of social and familial networks to close the gap. In the final article, "Undocumented Migration: Issues and Trends," Elizabeth Collado discusses a lecture presented by Dr. Charles Keely, including an overview of U.S. immigration policies and their effect on undocumented immigration. The article contends that immigrants themselves have been the victims of economic hard times in the United States, and that their negative impact on the economy has been exaggerated. Increasing immigration quotas and dropping the country of origin specification are recommended as policy reforms. (AOS)

ED 229 232 SE 041 432

Jennings, Bruce D.
An Annotated Bibliography of Teaching Bioethics in the Public Secondary School.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Biology; *Controversial Issues (Course Content); Environmental Education; *Ethics; High Schools; Literature Reviews; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods; Textbook Content
IDENTIFIERS- *Bioethics; Science Education Research

This study was conducted to identify bioethical topics of possible interest for a high school science curriculum, focusing on advantages and disadvantages of bioethical education and emphasizing the procedure to incorporate bioethics instruction into the secondary school science curriculum. Researched material is presented as an annotated bibliography, divided into three major sections. Annotations in the first section focus on current scientific issues concerned with social ethics. These include genetic engineering; recombinant DNA; cloning; artificial insemination/sperm banks; in-vitro fertilization; surrogate motherhood; population control; living, aging, dying, and human experimentation; environmental/energy issues; and phenylketonuria screening. Annotations in the second section focus on arguments (both pro and con) concerning bioethical education. Educational needs of teachers as well as an analysis of the treatment of bioethical issues in high school textbooks are addressed. Provided in the final area are annotations dealing with the methodology of incorporating bioethics into the science curriculum. In addition, innovative teaching techniques are identified. Among the results of the literature survey were findings that the majority of science educators favored teaching bioethical issues, although the rationale for teaching same varied and that preparation for future decision-making skills was seen as an important argument for educating students about values and bioethics. (JN)

ED 229 290 SO 014 562

Wood, K. R. J.
Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education.
London Univ. (England). Inst. of Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Class Size; Comparative Education; *Computer Assisted Instruction; *Economics Education; Educational Research; Elementary Secondary Education; Foreign Countries; High Schools; *Student Attitudes; Student Characteristics; Student Motivation; Surveys; Use Studies
IDENTIFIERS- *Great Britain

The impact that computer assisted learning (CAL) has had on economics teaching in British high schools and the extent of use of CAL materials by British economics primary and secondary teachers is provided through two case studies and a survey. The first case study investigated the use of an economics computer simulation as a teaching aid on the achievement of 2 groups of 11 British high school students. The second case study, involving a group of 12 high school students split into 2 matching groups with regard to ability, compared the use of CAL with the lecture method. Materials used in the case studies were those developed by the Schools Council Computers in the Curriculum Project. Knowledge attainment and students' attitudes were assessed through pre- and posttests and questionnaires. Results show that CAL does not have a superior effect on learning compared with more traditional methods; student motivation is enhanced by the use of the computer; the size and composition of the teaching group is an important determinant of learning; and CAL may be best suited to high ability students. The survey of a sample of 38 members of the Economics Association of Kent (response rate of 50%) and of 21 economics teachers attending an economics education conference in Kent (60% response rate) indicates that CAL has not been integrated into economics teaching to any significant extent. (RM)

ED 229 306 SO 014 637

Lundsteen, Sara W.
The Evaluative Role of Participant Observation.
PUB DATE- 21 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anthropology; *Cultural Context; *Educational Research; Elementary Secondary Education; *Ethnography; *Evaluation Methods; *Observation; Participation; Social Science Research

Participant observation, one of the fieldwork techniques of ethnography, requires a definition of and delicate balance between the roles of participant and observer and a clear understanding of the involvement of the researcher in these two roles. Ethnography is the study of the geographical distribution of people and their relation to their environment. For example, an ethnographer might study children and teachers in the classroom, school, community, and home. Research characteristics of ethnography are: (1) that the ethnographer is the research instrument; (2) that a large block of time is assigned in a setting that permits observation of a full cycle of events; and (3) that as much time for analysis and interpretation as for participant observation is allotted. In schools particularly, a researcher may occupy different levels of participation/observation, e.g., active participant, privileged observer, or limited observer. Disadvantages of the technique are inherent in using the individual as the research instrument. No matter how highly trained and objective, the researcher may become too involved, too detached, or be taken ill. The strengths are that the evaluative role of participant observer can lend depth to understanding, produce hypotheses, and uncover patterns. Researchers should expand their readings to include ethnographies, become familiar with anthropological techniques, and develop a concern for research context. (KC)

ED 229 321 SO 014 690

Jackson, Edwin L., Ed.
Improving Citizenship Education: Elementary Handbook.
Fulton County Schools, Atlanta, Ga.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Citizenship Education; *Citizenship Responsibility; Civil Liberties; *Community; Economics Education; Elementary Education; Enrichment Activities; *Family (Sociological Unit); Federal Government; *Global Approach; *Government (Administrative Body); Junior High Schools; Learning Activities; Local Government; Political Science; Social Studies; State Government; Teaching Methods; United States History; Units of Study

Designed to enrich social studies education at the elementary level, this manual provides teaching strategies and citizenship units for kindergarten through grade 7. Kindergarten students learn about rules, voting, interdependence, wants vs. needs, environmental protection, homes and backgrounds, and goods and services. Grades 1 and 2 focus on the interrelationships among the family, community, state, and nation. Grades 3 and 4 study local, state, and national government; political parties; government services; the judicial system; laws; natural resources; and global interdependence. Grade 5 students examine American history, taxes, budgets, lawmaking, the role of the courts, and vandalism. In grade 7 students are introduced to political science and economics concepts and participate in a budget simulation. Teaching strategies for all grades include case studies, using community resources, using the newspaper, quantitative inquiry, simulation games and role play, relating citizenship topics to global education, decision making and valuing techniques, using graphs in the classroom, and field trips. Each unit lists concepts, terms, objectives, materials, and procedures. Numerous reproducible materials are included. (KC)

ED 229 353 SP 022 197

Gedvilas, Leo L., Ed.; And Others
National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
PUB DATE- 82
AVAILABLE FROM- Human Kinetics Publishers, Box 5076, Champaign, IL 61820 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Accreditation (Institutions); *Athletes; Athletics; *Certification; Educational Trends; Feminism; Futures (of Society); *Higher Education; *Physical Education; *Physical Education Teachers; *Preservice Teacher Education; Program Development; Sport Psychology; Teacher Educators; Undergraduate Students

This book contains 26 papers delivered at the National Association for Physical Education in Higher Education (NAPEHE) Annual Conference (1982). Section 1, "NAPEHE's Image," contains two papers, one by Don Hellison, the other by Celeste Ulrich. "The Splintering of Physical Education" is the topic of the next section, and it contains papers by Elizabeth S. Bressan and Jan Broekhoff. Section 3, "The Year of the Player (Part One)," has papers by Joan L. Duda, M. Ann Hall, Alyce Taylor Cheska, and Maria T. Allison. The fourth section, "Monitoring Physical Education Programs in Higher Education," has five papers, by P. Stanley Brassie, Dale Mood, David H. Clarke, Gerald E. Landwer, and Wayne C. McKinney. "Becoming Future Oriented in Professional Preparation Curricula" is the topic of section 5, which contains four papers, two by Linda L. Bain, one by Janice C. Wendt, and one by Hal A. Lawson and Gary D. Sinclair. Section 6, "Dealing with Steady-State Staff and Young Professionals," contains a paper by Simeon J. Crowther, and reactions to Crowther's paper by Roger C. Wiley and Wynn F. Updyke. The topic of section 7 is "The Year of the Player (Part Two)"; it contains papers by Mary L. Remley, Kenneth E. Reich, and William Harper. The final section, "Critical Differences Between Big Business, Highly Competitive Athletics, and the 'Sport for Everyone' Philosophy of Education" contains papers by Donald Chu, Bruce Peltier, and Beverly J. Becker. (JM)

ED 229 385 SP 022 312

Schempp, Paul G.

Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.

PUB DATE- 10 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; Elementary Secondary Education; Physical Education Teachers; Preservice Teacher Education; *Role Perception; *Self Evaluation (Individuals); *Student Teachers; Student Teaching; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Role; Teaching Skills

A study examined the meanings 20 student (physical education) teachers gave to their student teaching experiences. Investigated were the student teachers' definitions of role competence and incompetence. A critical incident report form, on which student teachers recorded two specific incidents occurring during student teaching (one dealing with role competence, the other with role incompetence), was used to collect data. Four patterns appeared consistent when the data were analyzed: (1) language used in describing incidents, categorized as Incident Descriptors; (2) number and structure of individuals involved in the incidents, categorized as Incident Involvement; (3) incidents refering to specific domains of student behavior and activity, classified as Incident Domain; and (4) combination of the two previous patterns, categorized as Incident Involvement X Domain. Findings emerging from an analysis of Incident Descriptors indicated that competent teaching experiences were defined by students working on appropriate activities within the planned lesson. Incompetent teaching experiences emphasized students' wasting time and not listening, and teachers' trying a behavior that did not work. Analysis of Incident Involvement showed that both incompetent and competent teaching most often involved experiences with the entire class. In the area of Incident Domain, social domain was ranked first for both role competence and incompetence. Analysis of Incident Involvement X Domain indicated that social experience with the entire class dominated both incompetent and competent teaching experiences. (CJ)

ED 229 401 TM 830 296

Blust, Ross S.; Hertzog, James F.

An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Educational Assessment; *Educational Quality; High Schools; Institutional Characteristics; *Scores; *State Departments of Education; *State Programs; *Vocational Schools
IDENTIFIERS- Pennsylvania

In 1982 vocational schools participated in Pennsylvania's state assessment program, the Educational Quality Assessment (EQA). When EQA data were tabulated, the vocational school scores were low in comparison to the comprehensive high school scores. An analysis of the vocational school and comprehensive high school scores using state assessment data was performed. School raw scores were calculated for a cognitive area by finding the mean number of items correct for all grade 11 students assessed in the school. Although matrix sampling was employed, school mean scores were calculated based on the total number of items for a goal area. The socio-economic status, teacher perceptions on school conditions, and student perceptions on selected variables were used to analyze differences in school conditions between the schools. Results indicated that: (1) vocational schools scored lower than comprehensive high schools in 13 of 14 areas, (2) full-time vocational schools scored higher than all vocational schools, (3) non-vocational students had a statistically significant advantage in all 21 school condition variables, (4) vocational schools and vocational students had their own unique characteristics, and (5) high socio-economic vocational students scored lower than high socio-economic non-vocational students. (Author/PN)

ED 229 434 TM 830 337

McCloskey, Mary Lou
The Pictorial-Rating-Scale Sociometric: A Comparison of Two Forms of Administration.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Testing; Early Childhood Education; High Risk Students; Identification; *Rating Scales; Sex Bias; Sociometric Techniques; *Testing; *Test Reliability; *Visual Measures
IDENTIFIERS- Sociometric Test

A pictorial-rating-scale sociometric instrument was administered to 91 middle-socioeconomic status first- and third-grade children two times, four weeks apart under two conditions, using a three-step and a five-step rating scale. No significant overall differences in reliability was found between the three-step and the five-step scale. However, in the first-grade classes, the five-step scale was more reliable. The three-step instrument was shown to have reliability comparable with that found using similar procedures with preschool children. The question of sex bias in the instrument was also examined. Although same-sex peers rated children higher than opposite-sex peers, and the difference was even greater at the third-grade level, the same-sex scores correlated highly with the combined score from both sexes. (Author)

ED 229 477 UD 022 757

Meara, Hannah
The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Nov 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adoption (Ideas); Change Agents; *Educational Practices; Elementary Secondary Education; *Information Utilization; Literature Reviews; *Organizational Change; *Organizational Theories; Psychology; Social Sciences; Technical Assistance
IDENTIFIERS- Documentation and Technical Assistance Project; *Mutual Adaptation; Piaget (Jean)

This paper explores the roots of the concept of mutual adaptation in the literature of cognitive psychology, anthropology, biology, organizational behavior, and policy analysis. It is said that while educational researchers use the concept, their neglect of the literature on it is due, in part, to contradictory definitions of mutual adaptation as both a static and dynamic phenomenon. Mutual adaptation is then explored, based on Piaget's definition of adaptation as a balancc between assimilation and accommodation. Writings on individual adaptation of information and of practices are likened to the process described by Piaget. This psychologist's basic conceptualization also is applied to adaptation by school systems, schools, and groups of teachers. Finally, literature focusing on the mutual reinforcement of individual and collective adaptation processes is reviewed, and definitions for various terms are proposed. (Author/GC)

ED 229 491 UD 022 776

Trent, William T.
Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-1265
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Education; *Black Students; Desegregation Effects; *Extracurricular Activities; High Schools; Racial Integration; Racially Balanced Schools; Racial Relations; School Desegregation; *School Segregation; Student Attitudes; Student Behavior; *Student Participation; Student School Relationship; *White Students
IDENTIFIERS- National Longitudinal Study High School Class 1972

This paper examines academic program, course enrollments, and extracurricular memberships in racially and ethnically integrated high schools with the aim of determining the extent of participation by black and white students within schools. The goal of the study was to ascertain whether students are resegregated in schools through these mechanisms. Data were obtained from 1,318 schools nationally as part of the National Longitudinal Survey (NLS) of the High School Class of 1972. Analysis of the data shows that: (1) white students in desegregated schools participate less in extracurricular and social activities than those in all white schools; (2) black students participate more in such desegregated activities as athletics, drama, and music, while whites are more active in honorary clubs; (3) blacks are less likely to enroll in academic or college preparatory programs in both segregated and desegregated schools; and (4) interracial contact is diminished in desegregated schools because of the use of tracking or ability grouping procedure. Alternative measures to promote student heterogeneity are proposed. Appended to the report are statistical tables. (Author/AOS)

ED 229 217 SE 041 297

Dalton, LeRoy C., Ed.; Snyder, Henry D., Ed.
Topics for Mathematics Clubs. Second Edition.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-208-2
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($4.75 ea., 10 or more copies to same address earn 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Clubs; *Geometric Concepts; *Mathematical Enrichment; *Mathematics Instruction; *Number Concepts; Secondary Education; *Secondary School Mathematics; Student Motivation; Supplementary Reading Materials
IDENTIFIERS- *Mathematics Clubs

One of the main purposes of a mathematics club is to provide the opportunity for students to study exciting topics in mathematics not ordinarily discussed in the classroom. Each of the 10 chapters in this booklet is a collection of related subtopics. Each idea is presented and discussed; bibliographies then suggest in-depth reading. The chapters focus on: Fibonacci sequences, projective geometry, groups, infinity and transfinite numbers, Pascal's triangle, topology, experiments with natural numbers, non-Euclidean geometries, computers, and how close is close. (MNS)

ED 229 247 SE 041 448

Humane Education Projects Handbook.
Junior League of Ogden, UT.
PUB DATE- May 82
AVAILABLE FROM- NAAHE, Box 362, East Haddam, CT 06423 (Organizations and Individuals $20.00 per book, $15.00 for NAAHE members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Animals; Child Abuse; Elementary Secondary Education; Environmental Education; Legislation; *Nature Centers; *Program Descriptions; Science Education; Therapy; *Wildlife; *Zoos
IDENTIFIERS- Aquariums; *Humane Education; *Pets

This handbook was developed to promote interest in humane education and to encourage the adoption of humane education projects. Although specifically designed to assist Junior Leagues in developing such projects, the content should prove valuable to animal welfare organizations, zoos, aquariums, nature centers, and other project-oriented groups seeking new ideas or prospectives for organizing their programs. The handbook (in loose-leaf format) catalogs the animal-related education, legislation, and pet-facilitated therapy projects of more than 20 Junior Leagues in 18 states. A brief description of each project is provided, along with suggestions for program implementation and evaluation and samples of community response. Many of the programs are accompanied by detailed plans of the project's goals, objectives, procedures, time framework, and needed resources. Specific sections deal with humane education in schools, humane education legislation, pet-facilitated therapy, use of animals with victims of child abuse, zoo projects, aquarium projects, nature center projects, support projects for humane societies, and public information projects. Additional chapters discuss the functions of task forces and the importance of building coalitions and networks among community organizations with similar interests and complementary resources. (JN)

ED 229 276   SE 041 561

Heller, Joan I.; Reif, F.

Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.

California Univ., Berkeley. Dept. of Physics.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- SED-79-20592
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; College Science; Higher Education; Knowledge Level; *Mechanics (Physics); *Models; *Physics; *Problem Solving; Science Education; *Science Instruction; *Student Behavior; Teaching Methods
IDENTIFIERS- National Science Foundation; Science Education Research

A theoretical model specifying the underlying knowledge and procedures whereby human subjects can generate effective initial descriptions of scientific problems was formulated. The model is prescriptive since it does not necessarily try to simulate the behavior of actual experts nor assume that their performance is optimal. The model, elaborated in the domain of mechanics, specifies explicit procedures for redescribing problems in terms of a relevant knowledge base. To test the model, carefully controlled experiments were devised where human subjects were induced to act in accordance with alternative models and where their resulting performance was observed in detail. Such experiments, carried out with undergraduate physics students, showed that the proposed model is sufficient to generate excellent problem descriptions, that these markedly improve subsequent problem solutions, and that most components of the model are indeed necessary for good performance. Detailed data analysis also showed how the model predictably prevents the occurence of many common errors. Such a validated model of effective problem description provides a useful basis for teaching students improved scientific problem-solving skills. (Author/JN)

ED 229 337 SP 022 006

Short, Edmund C.
Competence: Analysis, Critique, Reassessment. A Report of a Conference Held May 18-20, 1980, under the Auspices of the College of Education, the Pennsylvania State University.

PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accountability; Child Development; *Competence; *Competency Based Teacher Education; Curriculum Problems; *Educational Philosophy; Educational Trends; Futures (of Society); Intelligence; Learning Processes; *Teacher Attitudes; Teacher Effectiveness; *Teacher Responsibility; Teacher Role; Teaching Skills

A report provides summaries of 10 papers presented at a conference about teacher competence and effectiveness. In the first session, two speakers, Nel Noddings and Edward R. Fagan, present an analysis of the prevailing rhetoric in educational discourse and practice. The second session provides historical perspectives on the use of the term "competence" in education generally and in the context of curricular thought and practice specifically, with papers by Henry C. Johnson, Jr., and Paul R. Klohr. In the third session, the speakers, David S. Palermo and William E. Doll, Jr., address issues surrounding the learning of competence and why the aspiration to acquire competence ultimately requires an understanding of the development of cognitive structures. Social, political, ideological, and ethical ramifications of certain conceptions of competence are examined in the fourth session by Michael W. Apple and Ted T. Aoki. In the final session, Kenneth R. Beittel and Max van Manen examine what individuals come to think and feel about acquiring and achieving "competence." (JM)

ED 229 369 SP 022 247

Farber, Barry A.
Teacher Burnout: Assumptions, Myths, and Issues.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Elementary Secondary Education; *Job Satisfaction; Parent Attitudes; Parent School Relationship; *Parent Teacher Cooperation; *Stress Variables; *Teacher Administrator Relationship; Teacher Alienation; Teacher Attitudes; *Teacher Burnout; Teacher Effectiveness; *Teacher Morale; Teaching Conditions

Based primarily on data collected on a sample of nearly 700 public school teachers, a study critically examined several key issues in the field of teacher burnout, coming to the conclusions that: (1) Teacher stress and teacher burnout are distinct and separate concepts; (2) The problem of teacher burnout has reached serious proportions; (3) Teachers are "wornout" rather than burned out; (4) There still remains a significant number of dedicated and committed teachers; (5) A significant factor in the burnout process is the lack of administrative and parental support for teachers; (6) Suburban and urban schools differ in regard to the extent and pattern of teacher burnout; (7) The usual solutions to teacher burnout are doomed to be ineffective; and (8) A full understanding of the consequences of teacher burnout has yet to be realized. (Author/JD)

ED 229 418 TM 830 317

Yap, Kim Onn
TAC Serendipity: Random Thoughts on Unanticipated Outcomes.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Compensatory Education; Data Analysis; Elementary Secondary Education; *Etiology; Evaluators; *Feedback; Longitudinal Studies; *Program Implementation; *School Districts; *Technical Assistance
IDENTIFIERS- *Outcomes Expectancy; Technical Assistance Centers; *Title I Evaluation and Reporting System

The primary function of the Title I Technical Assistance Center (TAC) was to facilitate the implementation of the Title I Evaluation and Reporting System (TIERS) in local school districts by providing technical assistance in evaluation to state education agency and local education agency personnel involved in Title I activities. However, unanticipated outcomes could and do occur as a result of TAC activities. The objectives of this paper are to (1) depict the range of unanticipated outcomes that are likely to occur or are known to have occurred among TAC client groups, and (2) trace the etiology of the outcomes viewed in four conceptual models and discuss their implications for future research. Data for the study came from field notes, contact logs and personal experiences generated from TAC site visits conducted in several western states during the past 6 years. (Author/PN)

ED 229 262 SE 041 544

Souviney, Randall J.; And Others
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cross Cultural Studies; *Curriculum Development; *Educational Assessment; Educational Research; Elementary Secondary Education; Ethnography; Field Studies; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

The four papers in this report summarize several research and development efforts currently being undertaken on behalf of the Government of Papua New Guinea. In the first paper, the Indigenous Mathematics Project, established in 1977 to investigate various aspects of traditional and Western mathematical development, is described. The intent of the five-year program was to carry out basic crosscultural cognitive development research, as well as to document indigenous counting, classification, and measurement systems used in the region, which might have differential effects on children's learning in mathematics at school. Pilot instructional materials were developed to assess the feasibility of utilizing indigenous mathematics as a basis for future curriculum development. Details of the implementation, including materials, sites, and procedures, are reported. The second paper provides a brief overview of the project, while the third paper describes the secondary mathematics curriculum development project in detail. Finally, national assessment of mathematics achievement in Papua New Guinea is discussed. (MNS)

ED 229 435 TM 830 339

Horber, Dorothy T.; Geisinger, Kurt F.
The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Measures; *Convergent Thinking; *Creativity; *Divergent Thinking; Higher Education; *Multiple Choice Tests; Standardized Tests; Student Attitudes; Test Construction; Testing Problems
IDENTIFIERS- *Attitudes Toward Testing Scale; *Risk Taking; Tyranny of Testing

The present research investigated the claim that certain intellectual characteristics predict attitudes toward multiple-choice tests, particularly the claim that creative persons hold negative attitudes toward these tests. The study examined the relationships between attitudes toward multiple-choice tests and convergent production, divergent production, and risk-taking. Attitudes toward multiple-choice tests were assessed by the Attitudes Toward Testing Scale, which consisted of 20 Likert-type items. Measures of convergent production included the Remote Associates Test and Guilford's New Uses Test. As measures of divergent production, the study employed Guilford's Ideational Fluency and Consequences Tests. The Risk-Taking Scale from the Jackson Personality Inventory and two items from the Choice Dilemmas Questionnaire were selected as measures of risk-taking. Pearson correlation coefficients were computed between the Attitudes Toward Testing Scale and all measures for women and men. Data analysis indicated that only Consequences-Remote was significantly and negatively related to the Attitude Scale, and only for women. The findings are discussed in relation to criticisms of multiple-choice tests. (Author)

ED 229 450 TM 830 360

Bogan, Evelyn Doody; Yen, Wendy M.

Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Difficulty Level; *Equated Scores; Goodness of Fit; *Latent Trait Theory; *Multidimensional Scaling; *Simulation; Statistics; Testing; Test Items; Test Theory
IDENTIFIERS- Chi Square Analysis; *Three Parameter Model; *Unidimensionality (Tests); Unidimensional Scaling; Vertical Equating

Four multidimensional data configurations and one unidimensional data configuration were simulated for three differences in mean difficulty between two tests to be equated. Two chi-square statistics, Q1 and Q2, were examined for their ability to detect multidimensionality. Results indicated that Q1 did not discriminate between any of the multidimensional configurations, nor did it discriminate any of the multidimensional conditions from any of the unidimensional conditions. The other chi-square statistic, Q2, overwhelmingly detected all three conditions of one of the four multidimensional configurations. Both horizontal and vertical equatings for the multidimensional configurations were as good as those for the unidimensional configurations when correlations were examined. When means were examined, the multidimensional tests usually had worse equatings than the unidimensional tests, particularly when the tests differed in difficulty. (Author)

ED 229 464 UD 022 716

Zavaleta, Antonio N.; And Others
Hispanic American Diversity.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Programs.
PUB DATE- 81
GRANT- 1-R01-MH-30569-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTIONS- Cubans; *Demography; Educational Attainment; Ethnic Groups; *Family Characteristics; *Hispanic Americans; Mental Health; Mexican Americans; *Physical Health; Puerto Ricans; Regional Characteristics; *Social Differences; *Socioeconomic Status; Whites

This issue of the Hispanic Research Center's journal contains three articles which explore diversity among Hispanic American groups (Puerto Ricans, Cubans, and Mexicans) in health status, family structure, and socioeconomic characteristics. In the lead article, "Variations in Hispanic Health Status," Antonio Zavaleta examines differences in demographic characteristics, socioeconomic status, mortality and morbidity, maternal and child health, children's physical growth, and mental health among the groups. He suggests that, in general, those in the lower socioeconomic sectors of Hispanic populations have the poorest health status, regardless of the subpopulation from which they originate. In the second article, "Family Structural Diversity of Hispanic Ethnic Groups," Douglas Gurak describes the diversity in age structures, marital patterns, household composition, fertility, outgroup marriage, and the extent of assimilation into mainstream society among Hispanic groups. He maintains that regional variations in group characteristics suggest that differences in environments, the social processes that influenced settlement in particular areas, and diverse characteristics of the members of a group interact to produce distinct group outcomes. Finally, in "Socioeconomic Patterns and Diversity among Hispanics," David Alvirez compares the demography, educational attainment, employment status, and income levels of three major Hispanic groups and non-Hispanic groups, and suggests that data reported on Hispanics under one board category tend to underestimate the poorer positions of Mexicans and Puerto Ricans relative to Cubans in the United States. (MJL)

ED 229 233 SE 041 433

Schwartz, Richard H.

Mathematics and Global Survival.

PUB DATE- 79
AVAILABLE FROM- Richard Schwartz, College of Staten Island, 715 Ocean Terrace, Staten Island, NY 10301 ($12.00, incl. postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *College Mathematics; College Students; *Environmental Education; Geometric Concepts; Higher Education; Hunger; *Interdisciplinary Approach; *Mathematical Applications; Mathematics Instruction; Number Concepts; Pollution; Population Growth; Problem Sets; *Problem Solving; *Resource Materials; Wastes
IDENTIFIERS- *Global Survival

This resource was written to provide students with an awareness of critical issues facing the world today. In courses for college students, it can motivate their study of mathematics, teach them how to solve mathematical problems related to current global issues, provide coherence to mathematical studies through a focus on issues of human survival, and make students aware of the magnitude of current global problems and how they can help find solutions. The mathematical topics covered include the four basic mathematical operations; percents, ratio, and proportions; graphs and charts; sequences; statistics; and probability. Among the topics related to global survival are hunger, development, rapid population growth, depletion of resources, waste, water resources, the arms race, and pollution. Each chapter includes problems and exercises, plus a list of references. Solutions to selected problems, a review of selected mathematical topics, a bibliography, a list of environmental groups, a questionnaire, and possible term theme topics are appended. (MNS)

ED 229 291 SO 014 570

Nydegger, Corinne N.
Strategies of Life Course Analysis.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Dec 82
GRANT- AG00097
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Science Research; Cultural Context; Developmental Stages; Holistic Approach; *Measurement Techniques; *Research Methodology; *Research Needs; *Research Problems; Social Influences; Social Science Research
IDENTIFIERS- *Life Cycles; *Life Events

Methodologies for life course analyses must explain complex biological, psychosocial, and social factors which result in various patterns of life trajectories. Four problems are characteristic of current research: a seemingly endless list of potentially significant variables; a dearth of life course theory beyond childhood to assist in targeting variables; the complex interweaving of factors (e.g., age, career stage, family stage); and the use of atemporal variables which are examined across time (Does an instrument measure the same construct in adolescence as in old age, or in differing historical periods?). Similarly, the polarization of current methodologies creates problems. For example, nomothetic strategies, concerned with developmental stages and universal processes, consider any contextual variation as an extraneous source of error and confusion. The opposite pole, contextual strategies, targets the social context to ascertain the way it shapes life. Also, unidimensional variables form one pole of which holism is the other extreme. The "scientific" psychologist or sociologist is pitted against the "humanist" biographer, often creating misunderstanding and unproductive argument. Neither extreme of these polarities works well; the most useful tools will capture interactions through time, among dimensions of lives, and between lives and their contents. (KC)

ED 229 307 SO 014 641

McCarney, Bernard J.
Selection of a Research Topic in Economic Education.
PUB DATE- 8 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Economics Education; *Educational Needs; Educational Research; Elementary Secondary Education; Higher Education; *Learning Theories; Literature Reviews; *Research Needs; Teacher Effectiveness

A rationale, survey of research findings, and research needs for economics education are offered. The case for the universality of economic literacy has been forwarded by several leading economists. Economics education is seen as an important key for the survival of humanity; the task of the educator is to reduce partial ignorance, misinformation, and lack of foresight. A survey of four major research reviews and recent issues of "The Journal of Economics Education" suggests that past efforts have been narrowly focused or redundant. Also, while economic research is carefully quantified from a statistical stance, outcome measures were less satisfactory than found in science and mathematics educational research. Future research should focus on the teacher's decision-making process on content selection and presentation, academic learning time, and differential benefit gains for students at different cognitive levels. Major issues include investigating how students internally structure and make meaningful the variety of concepts and principles of economics and identifying how psychological and instructional variables assist in student learning. (KC)

ED 229 322 SO 014 691

Jackson, Edwin L., Ed.
Improving Citizenship Education: Secondary Handbook.
Fulton County Schools, Atlanta, Ga.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Citizenship Education; *Civil Liberties; Enrichment Activities; *Federal Government; *Global Approach; Learning Activities; *Local Government; Secondary Education; *State Government; Teaching Methods; Units of Study

Designed to enrich secondary level social studies education, this manual provides teaching strategies and units on local, state, and federal government; global education; law and individual rights; and citizenship skills. Teaching strategies include case studies, using community resources, using the newspaper, quantitative inquiry, simulation games and role play, relating citizenship topics to global education, decision-making and valuing techniques, using graphs in the classroom, and field trips. The unit on state and local government focuses on Georgia's system, but is applicable to all states. Topics include citizenship terms, federalism and state government, branches of government, taxes, budgets, the criminal justice system, and lawmakers and their social/political environment. The unit on American government focuses on federalism, separation of powers, checks and balances, political beliefs and attitudes, political parties, voting, electoral college, political corruption, propaganda, the Bill of Rights, and the courts. The law and individual rights unit covers citizenship responsibility, social injustice, social responsibility, and criminal courts. The global studies unit involves multinational news media, terrorism, and corporations; and consequences of the U.S. involvement in World War I. The final unit on citizenship skills includes distinguishing fact, opinion, and values. Each lesson lists concepts, terms, objectives, materials, and procedures. Numerous reproducible materials are included. (KC)

ED 229 338 SP 022 008

Gooding, C. Thomas; And Others

Improving and Encouraging Discussions in the Classroom.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Discussion (Teaching Technique); Inservice Teacher Education; Learning Processes; *Questioning Techniques; Reaction Time; Science Instruction; Secondary Education; Student Teacher Relationship; *Teacher Effectiveness; Teacher Improvement; Teacher Workshops; *Time Factors (Learning)
IDENTIFIERS- *Wait Time

A follow-up study was conducted, using a sample of 10 teachers from two of five school districts that participated in an original project on wait time and classroom interaction. A workshop was conducted focusing on the elements of classroom discussions. In this workshop, transcripts containing short wait times were contrasted with ones with longer wait times. After attending the workshop, teachers were provided with an electronic device which indicated successful pausing (according to a 3 second criterion) following questions and answers. Each participant made a recording of one class discussion every week for 4 weeks. Recordings were analyzed by researchers for wait times and levels of questioning, and suggestions were offered to the teachers. Results showed a strong correspondence between increases in wait times and percentage of student talk, between wait times and higher cognitive level questions, and between length of wait time and length of relevant student discussion contributions. (Authors/JM)

ED 229 370 SP 022 248

Hord, Shirley M., Ed.; And Others
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Texas A and M Univ., College Station. Coll. of Education.
REPORT NO.- RDCTE-701C
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTIONS- Accreditation (Institutions); Beginning Teachers; *Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; Followup Studies; Futures (of Society); Higher Education; Minimum Competencies; Needs Assessment; Program Development; Program Effectiveness; *Program Evaluation; Self Evaluation (Groups); *Teacher Education Programs

Papers by teacher education practitioners, on the topic of evaluation of teacher education programs, with responses by evaluation experts, are presented: (1) "Teacher Education's Evaluation of Graduates: Where Are We Going and How Do We Know When We Get There?" (J. T. Sandefur); (2) "Requirements of a Data Base for Effective Program Evaluation" (Robert A. Roth); (3) "A Practitioner's Perceptions Regarding Problems in Assessing the Effectiveness of Teacher Education Programs" (Maurice C. Erly); (4) "NCATE Accreditation: Problems, Issues, and Needed Research" (William E. Gardner); (5) "Program Evaluation in Teacher Education: From Admissions through Follow-Up" (Gary R. Galluzzo); (6) "Building Program Ownership: A Collaborative Approach to Defining and Evaluating the Teacher Training Program" (Gary D. Borich); (7) "Introductory Guidelines for Designing Evaluations of Teacher Education Programs" (Nick L. Smith); (8) "Explorations in the Evaluation of Teacher Education" (Daniel L. Stufflebeam); and (9) "Program Evaluation in Teacher Education: Future Directions" (Marlene I. Strathe). (CJ)

ED 229 386 SP 022 313

Della-Giustina, Daniel
Professional Preparation for Careers in Safety.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Career Choice; *Curriculum Development; *Employment Opportunities; Higher Education; *Occupational Safety and Health; Prevention; Program Development; *Safety Education

There has been a long existing need for individuals with extensive training and concentration in safety studies. The foundation areas upon which a curriculum for training safety practitioners is based should include: (1) trends in accident prevention and control; (2) safety analysis of human and machine tasks; (3) hazard identification and control countermeasures; (4) human and environmental safety factors; (5) safety legislation (standards and compliance); (6) history, philosophy, and psychology of safety; (7) legal and liability aspects of safety; (8) disaster and emergency preparedness; (9) fire protection and prevention; and (10) safety research, measurement, and evaluation. Safety professionals' roles are becoming increasingly more important, and career opportunities are available for them in the government, in business, in educational institutions, and in professional organizations. (JD)

ED 229 402 TM 830 298

Scheerens, J.; van Seventer, C. W.
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Committees; *Evaluation Criteria; *Evaluation Needs; Foreign Countries; *Organizational Climate; Policy Formation; *Political Influences; Program Development; Program Evaluation; *Standards
IDENTIFIERS- *Netherlands; *Standards for Evaluation Educ Prog Proj Materials

The "Standards for Evaluations of Educational Programs Projects Materials," formulated by the Joint Committee on Standards for Educational Evaluation raise certain questions which should be regarded as indicating a further complementary perspective rather than as a criticism of their formulation. The possibility of conflict between the various standards, their scope, and the existence of political and organizational context factors in evaluation research suggests that the whole evaluation problem should be considered at a higher level of aggregation; the level of national research policy and in the institutional and organizational structures at that level. In the conceptualization of policy and evaluation research and their relationship, three propositions in the policy-making and organizational context of evaluation research lead to a whole set of problems raised by certain standards. These are "conflicting interests," "political viability," and various standards to do with the evaluation object, groups and persons involved: object identification, public identification, and information scope and identification. A brief account of a study of the functioning of policy-oriented research in some innovative programs in Dutch education elucidates why the problems should be looked at primarily in connection with management-organizational conditions at a macro-level. (Author/CM)

ED 229 478 UD 022 758

Holmes, Manford L.
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Nov 79
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- Elementary Secondary Education; Interaction; Interpersonal Relationship; *Interprofessional Relationship; *Linking Agents; *Staff Role; *Teamwork; *Technical Assistance; Urban Schools
IDENTIFIERS- *Documentation and Technical Assistance Project

This paper describes the nature of the relationships developed between the technical assistance team of the Documentation and Technical Assistance (DTA) Project and members of a Chicago (Illinois) school district staff with whom the DTA worked. First, the methodology with which the technical assistance work was studied is described, as is the staffing process of the study team. Then, the structure of the Chicago Assistance Team and how that structure relates to building and maintaining relationships are discussed. This section of the paper details the ongoing nature of relationships, utilization of prior relationships, networking, resource provision, and linking to researchers. The following section reviews tactics utilized in relationship building, including: (1) involving school participants in contact events; (2) designing activities that require cooperation; (3) preparing for school visits; (4) utilizing outside resources; (5) maintaining relationships; (6) correcting misrepresentations; and (7) ending relationships. Also examined are the importance of individual relationships and team functioning and the way that the internal functioning of the DTA team affected relationships with school staff. Trust and shared experiences are concluded to be the most important aspects of relationship building in technical assistance efforts. (GC)

ED 229 218 SE 041 298

Wachsmuth, Ipke; And Others

Children's Quantitative Notion of Rational Number.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SED-81-12643
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Educational Research; *Elementary School Mathematics; *Fractions; Grade 5; Intermediate Grades; Interviews; Manipulative Materials; *Mathematics Instruction; *Number Concepts; *Rational Numbers
IDENTIFIERS- *Mathematics Education Research

This study was undertaken to gain insights into children's understanding of rational numbers as quantities; that is, the extent to which they associate a size with a fraction like 2/3. Eight children in an experimental group in DeKalb, Illinois, chosen to reflect the range from low to high ability, were observed during 30 weeks of experimental instruction during grades 4 and 5. A classroom-sized group of 34 middle-ability children in grades 4 and 5 in Minneapolis simultaneously took part in the same teaching experiment, providing children with manipulative-oriented instruction. Seven interview assessments, each preceded by about 4 weeks of instruction, were videotaped with each DeKalb child and with eight Minneapolis children. Written tests were also given. Data from the three fifth-grade assessments are included in this report. The three tasks are described, and children's reactions are reported in detail. They had varying success on the tasks. It appeared that three knowledge structures are essential for the development of a quantitative understanding of rational number: estimation, fraction equivalence, and rational-number order. These structures appeared to develop somewhat independently, but need to be coordinated for success with rational number situations. (MNS)

ED 229 248 SE 041 449

Schoenfeld, Alan H.
Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1.
Mathematical Association of America, Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- The Mathematical Association of America, 1529 Eighteenth St., NW, Washington, DC 20036 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *College Mathematics; Curriculum Development; Educational Research; Guidelines; Higher Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Teaching Methods
IDENTIFIERS- Mathematical Association of America; Mathematics Education Research

This report, prepared for and published by the Mathematical Association of America's Committee on the Teaching of Undergraduate Mathematics, includes a description of the state of the art on problem solving, lists available resources, and makes recommendations regarding the place of problem solving in the college curriculum and ways to teach it. The report recommends (1) an approach to teaching mathematics that fosters an alert and questioning attitude in students and that actively engages them in the process of doing mathematics, (2) a series of problem-solving courses at various levels of sophistication as regular offerings in the standard college curriculu, and (3) a series of texts for problem-solving courses at all levels to be developed and disseminated. Specific suggestions are given on how to teach problem solving, especially pertaining to the role of the teacher and ways of organizing the class. Some typical problems and class discussions are provided. Then follows an extensive annotated bibliography of problem-solving resources, with characterizations of the type of course for which each appears most appropriate, its focus or subject matter, and its level. Journals, books, and articles are listed separately. Finally, the problem-solving questionnaire and responses are briefly presented. (MNS)

ED 229 354 SP 022 201

Lombardo, Bennett J.; And Others
The Coach in Action: A Descriptive Analysis.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Behavior; *Athletes; *Athletic Coaches; Behavior Patterns; *Competition; Feedback; *Interaction; Negative Reinforcement; Physical Education; Positive Reinforcement; *Student Teacher Relationship; Teacher Attitudes; Teacher Behavior

Observations were made of coaches' interactive behavior during competitive games, and the quantity and quality of interaction between 38 coaches and their athletes were recorded. Interactions were categorized as: (1) positive--verbal praise, nonverbal affirmative gestures; (2) neutral--lecturing, giving commands, pointing, demonstrating; and (3) negative--verbal criticism, grimacing, frowning. Analysis of the data revealed: (1) Coaches spent approximately one-half of their time observing, absorbed in the action of the game, and not interacting with their players; (2) The most common coaching behavior directed to an individual player was nonevaluative or instructive; (3) Male coaches provided significantly more verbal praise and encouragement than did female coaches; (4) Coaches of winning teams were characterized by greater use of verbal and nonverbal, neutral, and negative interaction; (5) Coaches of losing teams displayed more positive interaction (praise, support) with their players; and (6) Individual interactions occurred most frequently when the score was tied. (JD)

ED 229 419 TM 830 318

Moyer, John C.; And Others
Story Problem Formats: Some Interview Results.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 83
GRANT- SED-81-08134
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Intermediate Grades; *Interviews; Junior High Schools; Learning Disabilities; Mathematical Models; Mathematics Education; *Mathematics Skills; *Memory; *Pictorial Stimuli; *Problem Solving; *Verbal Stimuli
IDENTIFIERS- *Story Problems (Mathematics)

An interview protocol was devised to determine whether demands on working memory are reduced by the use of drawn or telegraphic formats. Students were chosen because some aspect of their group testing on presentation formats was provocative (e.g. high spatial score, but low reading comprehension score; high drawn score and low verbal score, etc.). Nineteen non-learning disabled (LD) students from grades 4-5 and 21 non-LD students from grades 6-8 were chosen. In addition, 11 LD students from grades 4-5 and 20 LD students from grades 6-8 participated. Two different protocols, with five separate procedures each, one for grades 4-5 and another for grades 6-8 were devised. Each procedure was structured to reveal a different aspect of the children's problem solving processes. The reported results are for the non-LD grade 4-5 students. Results imply: (1) that the pictures alone give a strong sense of the structure of the problem, and (2) that even after reading and thinking about problems the student generally cannot recall all the important information once the problem has been removed from view (i.e., students tend to focus on the data at the expense of the problem. (PN)

ED 229 492 UD 022 778

Diaz Soto, Lourdes
The Puerto Rican Family: Tradition and the Emergence of Change.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Acculturation; Cultural Background; *Cultural Traits; *Ethnic Stereotypes; *Family (Sociological Unit); *Family Characteristics; Literature Reviews; Puerto Rican Culture; *Puerto Ricans; Research Needs; Social Change; Social Support Groups

The traditional cultural values and changing attitudes of Puerto Rican families are examined in this literature review. Puerto Rican families are "enmeshed" in their relationships due to the pervasive influence of the extended family system, it is argued. In a review of migration patterns, first from Europe to Puerto Rico, and subsequently to the mainland United States, it is observed that acculturation takes place by the third generation, resulting in selective acquisition of traits. Changing attitudes of the younger generation in terms of specific family roles are discussed. Research findings from the island as well as the mainland are analyzed and assessed for their impact on negative stereotypes regarding the Puerto Rican family. The paper suggests a number of topics which researchers can study to help better understand the Puerto Rican family: (1) evaluation of the dynamics of acculturation and cultural change from a Puerto Rican man's perspective; (2) multicultural analysis of Hispanic families; (3) the socialization of Puerto Rican children and their families on the mainland; and (4) multicultural ecological perspective of the Puerto Rican family in terms of interaction with environment. (AOS)

ED 229 263 - SE 041 545

Levin, Paula

Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.

Indigenous Mathematics Project, Port Moresby (Papua New Guinea).

SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Nov 80

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTIONS- Cross Cultural Studies; Cultural Influences; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; *Field Studies; Language Role; Mathematical Vocabulary; *Mathematics Curriculum; *Mathematics Instruction; Teaching Methods; Textbooks; Workbooks

IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This report summarizes field work on Andra Island, Papua New Guinea, one of five community schools participating in the ongoing research and development efforts of the Indigenous Mathematics Project (IMP). It opens with an introduction to the site, the school setting, and the community setting. Background on the IMP teacher and the size of classes which participated in the study (grades 4 and 6) are noted; there is no separate grade 2 class as in other IMP sites. Curriculum implementation is then discussed in detail, including such difficulties as the speed with which notes could be made during class observations, the lack of some materials, the need to pursuade the IMP teacher to modify activities as necessary, the length of lessons, and the careful but limited use of IMP workbooks. Lessons and materials which were particularly effective or not so effective are described, with suggestions for improvement of IMP materials. Language use is then described, with the difficulties of documenting in three languages noted. Finally, there are sections on classroom interaction and on student interviews. The conclusion notes that both teacher and students found the IMP curriculum materials to be attractive and exciting, and the lack of a teacher's guide for the grade 6 program was most distressing for the teacher. (MNS)

ED 229 277 SE 041 562

Schoeneberger, Mary M.; Russell, Thomas L.
Add a Little Frill: Science in the Elementary School.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Elementary Education; *Elementary School Science; Elementary School Teachers; Females; Foreign Countries; *Performance Factors; *Science Curriculum; Science Education; *Science Instruction; *Teacher Attitudes; *Teacher Behavior; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Canada; Science Education Research

This paper examines, from the perspective of the teacher, the relatively unimportant place of science in the elementary school curriculum. Two case studies of science education (of eight commissioned by the Science Council of Canada) provided data about science instruction in the K-6 elementary setting. Data were collected by observations made over a 5-month period. Particular efforts were made to collect observation and interview data relevant to how science is perceived by elementary teachers and to how science is actually presented to students. Factors appearing to affect teacher attitude and behavior in science teaching include background preparation in science, personal level of confidence, availability of materials and equipment, time constraints, the school curriculum, and patterns of communication and interaction among teachers within the school. These factors are illustrated with data provided by teachers in each of two schools, focusing on the thoughts and actions of the teachers with respect to science as they go about their daily lives in their schools. (Author/JN)

ED 229 387 SP 022 333

Feldt, Leonard S.
A Theory-based Comparison of the Reliabilities of Fixed-length and Trials-to-criterion Scoring of Physical Education Skills Tests.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Evaluation Methods; *Mathematical Formulas Mathematical Models; *Measurement Techniques; Measures (Individuals); Observation; Physical Education; Psychomotor Skills; Statistical Analysis; Statistical Data; *Test Reliability
IDENTIFIERS- *Fixed Length Testing; *Trials to Criterion Testing

This paper considers, from a theoretical point of view, two measurement approaches used in measuring success and failure in skills tests in physical education. The first, "fixed length" (FL) testing, entails counting the number of successful performances in a fixed number of trials. The second, "trials-to-criterion" (TTC) testing, involves counting the number of trials required to achieve a specified number of successes. TTC measurement results in high measurement error variance for individuals with low probabilities of success on a single trial. Error variance declines as the probability rises. If there are many more people with low probabilities than there are with high probabilities, which is the case for a positively skewed distribution, the TTC approach will result in less reliable measurement than will the FL approach. Under the latter, error variance is largest for people with a probability of .5. Individuals lower and higher will have smaller error variances. Two generalizations based on these results can be made with regard to skills testing: (1) If the skills test task is one on which most untrained individuals perform poorly, FL testing would be the better choice; and (2) If the test scores tend to be negatively skewed, then TTC testing would be more efficient and reliable for the same total testing time. Two formulas are presented for estimating the reliability of TTC measures. (JM)

ED 229 451 TM 830 362

Wilburn, Kenneth T.; Felps, Barry C.

Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Analysis; *Criterion Referenced Tests; Elementary Education; Elementary School Mathematics; *Evaluation Methods; *Mathematics Achievement; Measurement Techniques; Middle Schools; *Norm Referenced Tests; *Student Attitudes; Student Evaluation

The general purpose of this study was to compare the differences in middle school students' mathematics achievement, their changes in attitude towards mathematics, and their attitude towards evaluation when evaluated with two different measurement strategies. The primary purpose of the study was to compare aspects of criterion-referenced and norm-referenced evaluation within selected sixth and seventh grade mathematics classes at the University of Northern Colorado Laboratory School. The design for this investigation was quasi-experimental nonequivalent control group design. Ninety-five students were assessed in regard to mathematics achievement, attitude towards mathematics, and attitude towards elevation at the beginning and again at the termination of the 12-week trimester. Overall, students obtained higher achievement scores when evaluated using a criterion-referenced method keyed to the specific performance objectives of an individualized instructional program. Students evaluated by criterion-referenced methods demonstrated significantly more positive attitudes towards the subject than did those middle school students evaluated by norm-referenced methods. Middle school students indicated no preference for either the criterion-referenced or the norm-referenced methods of evaluation. (Author/PN)

ED 229 292 SO 014 577

Moore, Colleen A.

Major Definitions of the Concept of Culture: A Review of the Literature.

PUB DATE- Jan 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Anthropology; *Culture; *Definitions; Literature Reviews; Philosophy; Psychology; Sociology

The purpose of the paper is to identify and define the nature and characteristics of culture. The paper begins with a brief historical perspective on the introduction of the word culture into the English language and the development of its meaning for anthropology. A brief introduction to the definitions of culture is also presented. A review of the major categories of definitions of culture, which comprises the bulk of the paper, is then presented. The categories are: enumeratively descriptive, historical, normative, psychological, structural, and genetic. For each category, definitions of culture by various individuals are quoted and comments on these definitions by the author are presented. A synthesis presents an account of the state of knowledge. The paper concludes with an analysis and conclusions which lead the reader on to further consideration of the idea of culture and its development into a concept and the formulation of a "theory of culture." A selected bibliography is included. (RM)

ED 229 308 SO 014 643

Dawson, George G., Ed.
Developing Reasoning as the Fourth R.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 82
AVAILABLE FROM- Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Consumer Education; *Critical Thinking; *Decision Making; *Economics Education; Experiential Learning; Higher Education; High Schools; *Logical Thinking; Personal Autonomy; *Problem Solving; Process Education; Program Descriptions; Student Projects

Five award-winning high school and college economics education projects of the Program for Innovative Teaching of Reasoning are summarized. Preceding the summaries, an essay by Marvin Bower of the Joint Council on Economic Education suggests that developing reasoning abilities creates a happier and more effective individual, a more effective voter, and a more effective and satisfied jobholder. The first project contains five lessons in economic reasoning for high school students. Students recognize choices, consider alternatives, develop criteria, apply knowledge, assess probable consequences, and take action based on cost-benefit analyses. The second project suggests experiential projects in population dynamics, agriculture, marketing, housing, and education for college economics students. The third project describes the Managing Independent Living Program for institutionalized adults in transition. The program teaches the process of reasoning to solve problems related to career and life planning, housing, and consumer needs. The fourth summary describes a comprehensive high school program which teaches the basic principles of economics, reinforces these principles with various activities, and requires students to apply economic logic to a variety of subjects and to hypothetical situations. The final summary proposes college economics course assignments, each based on an economic policy issue. (KC)

ED 229 323 SO 014 692

Saad, Geti, Comp.
Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO.- TT-81-53414/4
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Comparative Education; *Curriculum Development; *Educational Administration; Educational Development; Educational Finance; Educational History; Educational Philosophy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Literacy; Literature; Postsecondary Education; Social Sciences; Teaching Methods; *Textbooks; Womens Education
IDENTIFIERS- *Pakistan

Over 85 government publications, newspaper articles, monographs, and syllabi published between October and December 1981 are cited in this annotated listing. Entries are listed alphabetically by author under the following topics: educational administration, organization, and finance; curriculum; educational planning; examinations; higher education; Islamic education; language teaching; libraries; literacy; children's literature; medical education; professional education; science education; sociology; special education; student problems; teachers; teaching methods and media; women's education; general subjects; and textbooks. An author index is included. (KC)

ED 229 339 SP 022 025

Banta, Trudy W.; And Others
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82.
Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Sep 82
AVAILABLE FROM- Bureau of Educational Research & Service, 212 Claxton Education Building, University of Tennessee, Knoxville, TN 37996 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Eating Habits; Elementary Education; Elementary School Students; Food Standards; *Knowledge Level; Learning Activities; Nutrition; *Nutrition Instruction; *Physical Health; Program Effectiveness; *Program Evaluation; *Student Attitudes; Team Teaching
IDENTIFIERS- *Nutrition Education and Training Program; Tennessee

The Bureau of Educational Research and Service at the University of Tennessee, Knoxville (UTK) conducted the 1981-82 evaluation of the Tennessee Nutrition Education and Training Program. Instruments developed, field tested, and revised by the UTK team were used to assess the nutrition knowledge, attitudes, practices, and perceptions of students receiving instruction from teachers participating in the project. This report of the project evaluation is divided into five sections. Section 1 discusses the evaluation design and section 2 reports on assessment of student outcomes. Section 3 examines the teacher's log of nutrition education activities. Section 4 details results from the Teaming to Teach Nutrition Questionnaire, and section 5 reports on end-of-year assessments by project personnel. Also included are 12 tables, references, and six appendices of materials used in the project. (JM)

ED 229 355 SP 022 205

Warger, Cynthia L.; And Others
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

SPONS. AGENCY- Phi Delta Kappa, Fort Lauerdale, FL. Broward County Chapter.
REPORT NO.- ISBN-0-87367-187-2
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Classroom Design; Emotional Disturbances; Individual Differences; *Instructional Development; Learning Disabilities; *Mainstreaming; Mild Mental Retardation; Physical Disabilities; Secondary Education; Sensory Deprivation; Special Education Teachers; *Student Characteristics; Student Evaluation; Student Needs; Teacher Responsibility; *Teacher Role

Because the issues of time, numbers, curriculum, and evaluation seem to confound effective mainstreaming at the secondary school level, they are the primary areas teachers must reassess in their own classrooms. Suggestions are made in this monograph about ways in which regular classroom teachers may cope effectively with handicapped students. A description is given of the characteristics of handicapped students frequently mainstreamed at the secondary level, including the educable mentally retarded, emotionally disturbed, learning disabled, sensory handicapped, and physically disabled. The teachers' responsibilities in planning appropriate daily instruction and as members of the team that develops the Individualized Educational Plan are outlined. Ways in which curriculum may be adapted for mainstreamed students are also suggested. The problem of grading handicapped students is discussed with emphasis on ways in which evaluation criteria may be modified to fairly assess achievements. It is pointed out that cooperation between the regular classroom teacher and the special education teacher is vital to successful mainstreaming. (JD)

ED 229 436 TM 830 340

Trumbull, Deborah
Research and Consciousness of World Views.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Diffusion (Communication); *Educational Research; *Global Approach; Hypothesis Testing; *Information Dissemination; Models; Research Design; Research Methodology; *Research Utilization; *Theories
IDENTIFIERS- *Qualitative Research; *Quantitative Research; World Hypotheses (Pepper)

Two issues of concern in education are addressed: (1) how should educational research be carried out and (2) why do practitioners so often fail to heed the findings from educational research? The author uses the conceptualization of Stephen Pepper which distinguished four different hypotheses about the nature of the world (formism, mechanism, contextualism, and organicism) to suggest that different approaches to educational research are undergirded by different and conflicting hypotheses about the nature of the world. Thus, while some argue that different approaches to research which may be characterized as quantitative and qualitative can be effectively merged, this paper argues that such fusion may in many cases not be possible in any meaningful way. It is suggested that much educational research is impelled by a world hypothesis in conflict with that which seems to be held by practitioners, thus contributing to the lack of dialogue between researchers and practitioners. (Author/PN)

ED 229 465 UD 022 717

The Spanish Family Guidance Center of Miami.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
Center for Minority Group Mental Health Programs.
PUB DATE- Oct 79
GRANT- 1-R01-MH-30569-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTIONS- Acculturation; *Behavioral Science Research; Counseling Techniques; Cubans; *Drug Rehabilitation; Environmental Influences; Family Counseling; *Hispanic Americans; Mental Health; *Mental Health Programs; Mothers; Older Adults; Program Descriptions; *Psychiatric Services; Staff Development
IDENTIFIERS- Florida (Miami); *Spanish Family Guidance Center FL

Two major programs of the Spanish Family Guidance Center, a facility that addresses the mental health needs of Hispanics in the Greater Miami (Florida) area, are described in this report. One program, the Spanish Drug Rehabilitation Project (completed in 1977), compared a series of activities including: (1) research on the characteristics of Hispanic drug abusers, Cuban mothers who use drugs, and dropouts from treatment programs; (2) development and application of a psychosocial model of Hispanic immigrant acculturation; (3) development and testing of a family-oriented drug abuse treatment model; (4) studies on ecological (involving client-ecosystem relationships) versus intramural (involving client-counselor relationships) approaches for individual and family therapy; and (5) inservice staff training. A second program, the ongoing Model Project for Enhancing Meaning of Life for Hispanic Elders, has developed and is applying a model counseling approach that attempts to make life more meaningful for the Hispanic elderly through exploration of the client's life, values, and feelings by the client and counselor; a review of the client's ecological system; and the formulation of treatment interventions and new experiences based on the reviews. This journal issue discusses activities, outcomes, and research findings of the two programs, and describes the Spanish Family Guidance Center's present status and future plans. (MJL)

Sherlock, Steven
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Apr 78
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; Governing Boards; *Linking Agents; Parent Participation; Problem Solving; *Program Administration; Program Design; School Community Relationship; *Teacher Centers; *Teacher Improvement; *Technical Assistance; Urban Schools
IDENTIFIERS- Documentation and Technical Assistance Project

This case study deals with efforts made in one city to enhance the professional development strategies of schools by placing them under the auspices of a Successful Teacher Center (STC). The teacher center for the "Iroquois City" schools (Iroquois City is a fictitious name) was one of nine sites chosen by the Documentation and Technical Assistance (DTA) project as representing exemplary strategies for problem solving in urban schools. In the paper, a narrative of the daily activities of the STC is presented, with a focus on the Center's establishment, the orientation of the Center's Board, needs assessment in the schools, a retreat to clarify the role and purposes of the STC, and the relationship between technical assistance staff and the Board. Efforts to restructure the Center after the resignation of its first coordinator are also reviewed, as are the provisions made to ensure the STC's ongoing existence after Federal funding ended. The report summarizes the impact of the project on participating schools, and concludes by reviewing some of the lessons learned from the project. These lessons are related to: (1) problems encountered with technical assistance projects that are generated from the outside; (2) problems with school staff understanding, training, and participation; (3) duplication of services; (4) applicability of a given program to different school environments; and (5) program administration. (GC)

ED 229 493 UD 022 780

Sjostrom, Barbara R.; And Others
Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; *Career Awareness; English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; Mathematics Instruction; *Program Effectiveness; Program Implementation; Science Instruction; Social Studies; *Spanish Speaking
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education

Project "A Warm Welcome" at Bushwick High School in New York City is a comprehensive Spanish-English bilingual/bicultural program that provides instruction in English as a second language; bilingual instruction in reading, writing, mathematics, and other content areas; and career awareness training for Spanish speaking ninth to eleventh grade students of limited English proficiency. This report describes the program as it was implemented in 1981-82, and discusses the program context; participants; instructional components and activities; non-instructional components such as counseling, curriculum development, parent involvement, and staff development; and evaluation. Evaluation findings indicate that, in general: (1) program objectives for English were met; (2) students did not demonstrate significant gains in Spanish reading; (3) program objectives for mathematics, science, and social studies were met by some grades but not by others; (4) there were no significant gains in career awareness; (5) the attendance rate for program participants was higher than the school-wide attendance rate; and (6) program personnel demonstrated commitment and competence in their work. Recommendations for program improvement are presented. Characteristics of the courses offered in the program are described in the appendix. (MJL)

ED 229 219 SE 041 299

Peterson, Ken; And Others
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Educational Research; *Geometry; High Schools; *Mathematics Instruction; *Secondary School Mathematics; *Self Concept; Sex Differences; *Student Characteristics
IDENTIFIERS- *Mathematics Education Research

Role-specific self-concept was assessed in 357 geometry students in Utah and North Carolina and analyzed in a causal-comparative study of the influences of success (geometry letter grade from previous semester), teacher, and sex of student. Research literature suggests that variations in self-concept might be expected as a result of, or from interaction with, these independent variables. Self-concept was assessed as a rank order correlation coefficient of two Q-sorts (ideal mathematics student, actual self) of 24 student descriptor items. Success and teacher were found to be statistically significant influences; sex was not. No interactions were found to be significant. The three independent variables accounted for 19.5% of the observed variance in self-concept scores. The results confirm previous findings about the role of success in learning, have implications for teacher recruitment and performance, and raise questions about sex differences in mathematics education. (Author)

ED 229 234 SE 041 434

Gagne, Robert; Burkman, Ernest

Promoting Science Literacy in Adults Through Television. Final Report.

Florida State Univ., Tallahassee.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SED-82024
PUB DATE- Dec 82
GRANT- NSF-SED-79-20221
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Adult Learning; Material Development; *Older Adults; *Programing (Broadcast); Public Policy; Research Methodology; Retention (Psychology); Science Education; *Science Instruction; *Scientific Literacy; Television; *Television Viewing
IDENTIFIERS- NOVA (Television Series); Science Education Research

This study was originally designed to investigate the effectiveness of using specially adapted, existing programs from the NOVA Television series for helping older citizens to understand the scientific issues that underlie public policy; in particular, to promote understanding of the interdependence of technology development and basic science knowledge and the dependence of critical social decisions on what may appear to be abstract science knowledge. However, in the context of doing the original study, considerable insight into the problems of conducting original research with older citizens was gained. Consequently, this report summarizes this experience as well as presenting results of the television study. Procedures (including selecting NOVA programs, defining scientific literacy objectives, developing revised NOVA scripts/programs, formative evaluation/revision, and conducting the study) are discussed in an introduction. Results are reported as three separate studies: (1) The Port Charlotte Study: Science Understanding from TV Programs by Mature Results (Ernest Burkman and Robert M. Gagne); (2) The Elder Hostel Study: Adult Reactions to TV Science Programs (Ernest Burkman and Robert M. Gagne); and (3) The Tallahassee Study: Adult Retention of Ideas from a TV Science Program (Robert M. Gagne, Ernest Burkman, and Brent A. Hewlett). (JN)

ED 229 371 SP 022 250

Hollifield, John H.
Student Team Learning Dissemination and Patterns of Use in Schools.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSOS-335
PUB DATE- Mar 83
GRANT- NIE-G-80-0113
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Curriculum Evaluation; Curriculum Research; Elementary Secondary Education; *Group Dynamics; Peer Influence; *Peer Teaching; *Program Descriptions; *Program Validation; Student Motivation; Teaching Methods
IDENTIFIERS- *Student Team Learning

This paper reports on activities undertaken to disseminate Student Team Learning (STL) processes and curriculum materials in schools and districts during fiscal year 1982. It also presents the results of a survey of people and institutions who ordered STL curriculum materials from the Center for the Study of Social Organization of Schools during 1980 and 1981. Part 1 describes the STL dissemination strategy. Part 2 describes distribution patterns of STL awareness and curriculum materials by state level, district level, state department level, and university level. Part 3 presents an analysis of a mail survey of teachers, principals, and educators who ordered STL materials in 1980-81. The report contains nine tables as well as the teacher, principal, and educator questionnaires. (JM)

ED 229 403 TM 830 299

Quinto, Alicia L.; Weener, Paul D.
Assessing Metacognitive Skills in Problem Solving.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Measurement; Higher Education; Language Tests; *Metacognition; Performance Factors; *Prediction; *Problem Solving; Quantitative Tests; *Self Evaluation (Individuals); Visual Measures
IDENTIFIERS- *Learning Strategies

Fifty-five college students were assessed on four types of cognitive and metacognitive measures in math, language, and visual/spatial tasks. They were measures on self-reported general metacognitive skills, predicted performance, metacognitive behaviors, and actual performance. The students' self-reported assessments of their ability on a general and specific level were positively correlated with their performance on the problem solving tasks. Students' successful performance were positively correlated with knowledge-based metacognitive behaviors. On predicted performance, students were more accurate in predicting their performance on math and language tasks. On visual/spatial tasks, there was a tendency for the students to overpredict their performance. It was concluded that college students' self-reported assessments of their own ability on a general and specific level in problem solving tasks were good indicators of their level of performance on such tasks. Successful performance was not dependent on the amount of cognitive monitoring per se, but on the type of strategies used. The accuracy of prediction was associated not only with one's ability but it varied with the task as well. (Author)

ED 229 420 TM 830 319

Littlefield, John H.; And Others
Adjusting Observational Ratings to Improve Inter-Rater Consistency.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Bias; *Error of Measurement; Higher Education; *Interrater Reliability; *Medical Evaluation; Medical School Faculty; Medical Schools; Medical Students; *Observation; *Scoring Formulas; *Student Evaluation

Observational ratings of student clinical performance are influenced by factors other than the quality of the performance. Individual raters may be more stringent or lenient than their colleagues. In this medical school setting, multiple raters evaluated each student. To reduce the influence of "error" due to differences among raters, each rater was assigned a handicap score which was calculated in three steps: (1) identify the cohort of students observed by the rater, (2) calculate the mean of all faculty ratings for that cohort (grand mean) and the mean given those students by the rater, and (3) subtract the individual rater mean from the grand mean. Analysis of the "original" and "adjusted" ratings for two academic years indicated no differences in overall mean and standard deviation. Generalizability analysis indicated an improvement equivalent to increasing the number of raters per student by 50 percent (i.e., the variance component due to error was reduced by about 33 percent). (Author)

ED 229 249 SE 041 450

Shaltz, Mark B.
Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'.
Michigan Technological Univ., Houghton. Dept. of Biological Sciences.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
GRANT- SED-79-19051
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Animal Behavior; *Biology; *College Science; *Computer Assisted Instruction; *Computer Programs; Conventional Instruction; Higher Education; Instructional Materials; Lecture Method; *Material Development; Microcomputers; Science Education; *Science Instruction; Teaching Methods; Zoology
IDENTIFIERS- National Science Foundation; Science Education Research

An experiment was conducted that compared the teaching effectiveness of a computer assisted instructional module and a lecture-discussion. The module, Predator Functional Response (PFR), was developed as part of the SUMIT (Single-concept User-adaptable Microcomputer-based Instructional Technique) project. A class of 30 students was randomly divided into two groups, one which ran the module and the other which attended a lecture on the same material. Both groups were then given a posttest, and the results analyzed using analysis of covariance and individual item analysis. No significant differences were found between the groups. The implications of these results to microcomputers and to teachers are discussed, with the conclusion that although microcomputers are effective teaching instruments, they should be incorporated into the classroom situation with care and forethought. Provided in appendices are PFR documentation, performance objectives, the posttest, the random division program used to separate the students into two groups, lecture transcript, analysis of covariance, and PFR program listings (for Apple microcomputers). (JN)

ED 229 278 SE 041 563

Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 7 May 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTIONS- Academic Achievement; *Educational Improvement; *Educational Quality; Educational Trends; Elementary Secondary Education; Enrollment Trends; Federal Legislation; Government Role; Hearings; Higher Education; *Mathematics Education; Mathematics Instruction; *Science Education; Science Instruction; Scientific Literacy; State Legislation; *Teacher Education; *Teacher Shortage; Technological Literacy

IDENTIFIERS- Congress 97th; *Oklahoma

A field hearing on secondary science and mathematics (S/M) education focused on the growing problem of scientific and technical literacy and on scientific mathematics and science education problems in Oklahoma. Testimony presented at, discussions held during, and documentation related to the hearing are provided. Issues addressed included S/M teacher shortages, declining S/M achievement scores and enrollment in these areas, pre/in-service teacher education, results of the decline in scientific/technological literacy, and possible recommendations for resolving the problem (including government role). Speakers included Richard S. Nicholson, F. James Rutherford, Joseph Lipson, Eugene V. Smith, Donald Kellogg, Joseph R. Weaver, Harold Huneke, and Douglas B. Aichele. Supporting documentation (in appendices) includes a questionnaire related to a survey of mathematics education in Oklahoma and testimony of two classroom teachers; Harold D. Taylor (presented to the National Commission on Excellence in Education) and Sara E. Klein (president, National Science Teachers Association). (JN)

ED 229 264 SE 041 546

Lineberger, Julie Diane

Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.

Indigenous Mathematics Project, Port Moresby (Papua New Guinea).

SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Cross Cultural Studies; Cultural Influences; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; *Field Studies; Language Role; Mathematical Vocabulary; *Mathematics Curriculum; *Mathematics Instruction; Teaching Methods; Textbooks; Workbooks
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This report summarizes field work in Ororo Community School located in Tokorara, a suburb of Port Moresby, the capital of Papua New Guinea. It is one of five community schools participating in the ongoing research and development efforts of the Indigenous Mathematics Project (IMP). The study opens with an introduction to the site, the school setting, and the community setting. Since Ororo is the largest city in Papua New Guinea, more resources were available than at other sites. One grade 2, two grade 4, and one grade 6 classes were involved in the study, with a teacher who taught mainly in a "fill-in-the blank" manner. He had few problems implementing the IMP materials, although he did have some management and organizational difficulties which resulted in pacing problems. Suggestions are made for improving both the teacher's notes and the learning aids. Observation of classroom interaction revealed that English was the predominant language, although both Pidgin and vernacular were used at times. Many lessons were "dictated" to the class with little interaction. Finally, brief comments on student interviews are reported. In the summary, the need for differentiated instruction is noted and suggestions for distance teaching using radio broadcasts are included. (MNS)

ED 229 293 SO 014 583

Endo, Russell
Race and the Use of Legal Services: A Case Study of Chinese Americans.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Chinese Americans; Comparative Analysis; *Conflict Resolution; *Cultural Background; Federal Programs; *Legal Aid; *Legal Problems; Outreach Programs; Social Action; Social Science Research; Use Studies

Cultural and institutional influences on Chinese Americans' use of legal services are examined. General background information was gathered on clients who used the local office of a federally sponsored legal services program (LOLSP) in a major western city during 1978. Data were also collected through intensive interviews with LOLSP Chinese American staff, a randomly selected sample of 20 Chinese families, and the leaders of several community organizations. The 399 Chinese clients were also compared with 3,815 non-Chinese clients. Higher percentages of Chinese than non-Chinese were over 45, married, had never before used a lawyer, and were referred by community sources. Despite the potentially wide range of legal problems that their social and economic circumstances might be expected to generate, the Chinese tended to use LOLSP mainly for administrative immigration problems. Two factors explain the situation. First, for more than 100 years Chinese Americans have developed internal procedures for solving disputes outside the historically hostile formal legal systems. Second, when the LOLSP began to undertake social action strategies, it created the impression that it was no longer interested in handling individual problems. Also, community leaders involved in class action suits against the LOLSP threatened its funding and reduced its activism. (KC)

ED 229 309 SO 014 652

Lapham, Robert J., Ed.; Bulatao, Rodolfo, A., Ed.
Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Oceans and International Environmental and Scientific Affairs.
PUB DATE- 81
CONTRACT- 1751-000370
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Biomedicine; *Demography; Family Life; Family Planning; International Programs; Marriage; Population Growth; *Population Trends; Program Descriptions; Research Needs; Research Opportunities; Social Change
IDENTIFIERS- *China

The workshop provided an opportunity for U.S. technical specialists and policy makers to review the growing body of information on the Chinese population and to discuss ways to promote collaborative population research involving both Chinese and American experts. Demographic research is the focus of the papers in part 1. Current prospects for demographic research, as well as needs and possibilities in the field, are discussed. Estimates of completeness of death recordings in the Chinese sample survey of 1972-75 and Chinese population trends and policy are examined. Biomedical research is the topic of part 2. Also, research needs and the 1978 perinatal study in Tientsin are discussed. Papers in parts 3 and 4 treat research on family planning and marriage and family. Collaborative U.S. and Chinese research is the focus of the papers in the concluding section. Appendices contain guidelines for cooperation in the science and technology of medicine and public health, a descriptive outline of collaborative population projects, and a list of workshop participants. (RM)

ED 229 324 SO 014 693

Buikema, Rosemarie; Roeters, Annette
Politeness Strategies in the Interaction of Women and Men.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Females; *Interaction Process Analysis; Interpersonal Communication; *Males; *Self Concept; Sex Differences; *Social Cognition; Social Science Research; *Verbal Communication

Polite statements in conversations between men and women are analyzed as rational strategies designed to save face. Previous research has established that saving face is composed of two needs: the need to be unimpeded in conversation (negative politeness) and the need to be approved of (positive politeness). Face-threatening acts (interruptions, ignoring selection of other speakers, etc.) can be diminished by politeness strategies: hedges, minimal responses, indirect constructions, and tag-questions. Six informal conversations between men and women who were friends were recorded to provide 60 minutes of conversation. Selected portions of the tape were transcribed and divided into conversational transactions which were qualitatively interpreted. On all occasions the number of face-threatening acts made by women was not much smaller than those made by men. In conversations in which men were in the majority, women appeared to make more face-threatening acts than men. Women undertook more impeding acts such as suggestions, offers, promises, and reminders, while men made more threats as expressions of disapproval, criticism, non-cooperation, or disagreement. Women more often employed politeness strategies to minimize a face-threatening act and to show interest and approval than men. (KC)

ED 229 340 SP 022 028

Gurney, David W.
College Students' Perceptions of Effective Teaching: Process Over Product.
PUB DATE- Jun 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; *Evaluation Criteria; *Evaluation Methods; *Faculty Evaluation; Higher Education; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; Teacher Improvement

Opinions and research findings differ on two fundamental aspects about a teacher's impact in the classroom: the amount students learn, and the process of instruction. Although consensus is lacking, faculty evaluations are widely used by administrators in such matters as promotions, tenure, and merit increases. Studies of college students' perceptions about effective teaching indicate that students emphasize the process of instruction, especially the humanistic facets, which are not usually included in the criteria for faculty evaluations. Students do not usually rate the criteria which are used for end-of-course evaluations. If students rated the evaluation criteria at the beginning of their course, their instructors would have valuable information on which to base adjustments in the development of the course. Student perceived validity about the criteria might improve the quality of the end-of-course evaluations. Study data indicate that the product of instruction--amount of learning--is not the primary student criterion for evaluating professors. Strong implications for administrative use of faculty evaluations are suggested by the findings of several studies on student evaluation of teaching. (Author/JD)

ED 229 388 SP 022 683

Yff, Joost
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 28 Feb 83
CONTRACT- 400-78-0017
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Clearinghouses; Educational Development; Educational Needs; *Educational Policy; Educational Research; Educational Resources; Educational Technology; Information Dissemination; *Information Needs; *Information Services; Long Range Planning; *Policy Formation; *School Districts; *State Departments of Education; Systems Approach; Systems Development
IDENTIFIERS- Education Commission of the States; *ERIC; National Association of State Boards of Education; National Conference of State Legislatures; National Congress of Parents and Teachers; National School Boards Association

A study was aimed at helping to define the information needs of persons who are directly involved in developing education policy at local and state levels. Five organizations interviewed for this project were: Education Commission of the States (Denver, Colorado); National Association of State Boards of Education (Washington, District of Columbia); National Conference of State Legislatures (Denver, Colorado); National Congress of Parents and Teachers (Chicago, Illinois); and National School Boards Association (Washington, District of Columbia). Section I, the introduction, discusses: (1) ERIC Mission and Objectives; (2) The Role of ERIC Clearinghouses; (3) Purposes of the Project; and (4) Organization of the Project Report. Section II describes the study design, and section III details the findings. The first part of this third section presents a composite of the issues and issue areas identified as organization priorities. The second part deals with tracking mechanisms currently in place or those under consideration for future implementation in the organizations. The third part gives a capsule description of products the organizations are employing in their attempts to respond to issue-based information needs. Included in this part is an "Issues Management Profile" for each organization. The section's fourth part presents ideas about response forms and format to important issue-related information needs to consider in further information services development. Section IV, "Suggested Next Steps," lists eight possible future ERIC projects. (JMK)

ED 229 437 TM 830 341

Stecher, Brian
The Relationship Between Evaluative Data and School Decision-Making.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; Audiotape Recordings; Data; *Decision Making; Elementary Education; Evaluation Methods; *Evaluation Utilization; Information Utilization; Interviews; *Opinions; Predictor Variables; *Program Administration; *School Districts

Sixty-five hour-long, topic-centered interviews were conducted with site-level administrators at elementary schools in a large urban school district to explore the relationships between evaluation information and other inputs into decision-making. The interviews focused on specific program-related decisions and sought to recreate the decision-making process as clearly as possible. These decisions sequences were analyzed to explore the relationship between the type of decision under discussion, the types of personnel who were involved, and the types of information that were utilized. The study found that personal opinion, rather than specific pieces of information dominated the decision process. In particular, evaluation data were mentioned only infrequently. However, when the decision process was subdivided into four stages--problem recognition, decision-making, ratification and dissemination, it was found that evaluation played a significant role in the problem recognition stage. It was also found that increased evaluation use was related to greater personal commitment on the part of key administrators. (Author)

ED 229 452 UD 022 513

Reiser, Diane
Monitoring Promotional Policies: A Parent Documentation.
United Parents Association of New York City, Inc., N.Y.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Board of Education Policy; Elementary Secondary Education; *Grade Repetition; *Parent Participation; *Parent School Relationship; Program Evaluation; *Remedial Programs; Student Attitudes; *Student Promotion; Teacher Attitudes
IDENTIFIERS- *Promotional Gates Program

This report describes the results of the United Parents Association's (UPA) project designed to monitor the effects of the New York City Board of Education's "promotional gates" policy of holding children back in the fourth and seventh grades, based on their scores on the California Achievement Test. The report was prompted by UPA's belief that a parent organization is likely to view such policy differently from the school board. Studied were the holdover history of the children in the classes; how the program was being implemented vis-a-vis class size, teacher training, etc.; parental involvement; attitudinal changes in children; and strengths and weaknesses of the policy. It is reported that the promotional gates program is providing services to children who have been held back and has kept its promises regarding class size, materials, and teacher training. However, it is held that the Board has not done an adequate job of future planning and follow up with students. Appended to the reports are tables of the children's grades, attendance figures for gates students and the entire school, teacher opinions, and sample questionnaires. Also contained in the report is a copy of an article critical of grade equivalent evaluations for Title I programs. (AOS)

ED 229 356 SP 022 209

Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports.
Illinois State Board of Education, Springfield.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Evaluation; *Agency Cooperation; *Board of Education Role; *Educational Quality; Elementary Secondary Education; Higher Education; Program Evaluation; *School Districts; Staff Development; State Standards; *Statewide Planning; Teacher Certification; *Teacher Education; Teacher Evaluation
IDENTIFIERS- *Illinois

Panels comprised of representatives of school administrators, classroom teachers, school boards, and teacher education institutions identified educational issues and potential solutions to them. The panels deliberated on the areas of: (1) recruitment into teacher preparation; (2) assessment of teacher preparation programs; (3) recruitment and hiring practices of school districts; (4) assessment of on-the-job performance of educational personnel; and (5) staff development. This document contains discussions of the issues considered, suggested policies or actions, and identification of the groups or agencies responsible for action. Five general kinds of action are described: (1) improving public awareness regarding current efforts toward recruiting and training high quality educational personnel; (2) insuring coordination among educational agencies, institutions, and groups; (3) conducting further review and research; (4) setting state-level expectations; and (5) establishing state funding commitments. (JD)

Boling, Robert; Kirk, Pamela
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Body Image; Elementary Education; *Grade 5; *Males; Perceptual Motor Coordination; Physical Activities; *Physical Fitness; *Psychomotor Skills; *Self Concept; Self Evaluation (Individuals)

Differences between high and low perceived physical self-concept and actual motor performance of 120 fifth grade boys were investigated. Self-concept was measured by the Physical Self-Concept Scale. Motor proficiency was measured by a four-item advanced agility/coordination test battery: hand-eye coordination; foot-eye coordination; whole body agility/coordination without running; and whole body agility/coordination with running. Results indicated that there was a difference between the upper and lower third groups on perceived self-concept and actual motor performance. The upper group (high perceived physical self-concept) was high on actual motor performance. The separate motor performance tasks of the whole body agility/coordination with and without running were assessed as the best predictors for actual motor performance. Subjects exhibited a stable self-concept which accurately predicted their actual motor performance. (JD)

ED 229 404 TM 830 300

Barzansky, Barbara; And Others
Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Clinical Experience; *Credibility; *Evaluation Criteria; Gynecology; Higher Education; Interviews; Medical Schools; Medical Students; Observation; Obstetrics; Physicians; *Program Evaluation; *Student Teacher Relationship; *Tutorial Programs

An attending tutor program designed to increase faculty-student contact within an Obstetrics and Gynecology clerkship was evaluated. Sessions were observed, written documents were reviewed, and faculty and students were interviewed in order to determine if the program was meeting its goals. Based on the evaluation data, the program was restructured to increase the tutors' responsibility for student evaluation. The evaluation design was analyzed utilizing the criteria of trustworthiness proposed by Guba. Certain issues which may have relevance for investigators using naturalistic approaches in clinical settings were raised. (Author)

ED 229 421 TM 830 320

Mansfield, Barbara
Audience Reaction to Educational Accounts.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Audiences; Case Studies; Cooperative Education; *Educational Attitudes; *Evaluation Methods; *Evaluation Utilization; *Evaluative Thinking; Evaluators; *Generalization; Higher Education; Interviews; Literary Devices; Secondary Education
IDENTIFIERS- Audience Response; *Naturalistic Content; Ontario

This paper describes a study which examined the similarities and differences in the reactions to a naturalistic account between an internal participant audience and an audience external to the evaluation context so that some notions about generalizability of such material could be developed. A second aim of the study was to examine the effectiveness of a naturalistic account in promoting educators to reflect upon their own practice. The research in this investigation involved: (1) a six month case of cooperative education in an urban secondary school, and (2) the collection and interpretation of data about audience reaction to an account which was based upon information gathered during the case study. The results indicate that the account stimulated quite different responses in the two audiences. The internal group did examine current practice and frequently worked out potential alternate strategies for overcoming their problem areas in the future. Conversely, the account seems to have stimulated the external audience to look back upon their past experiences and the manner in which they had solved their problem. The paper also discusses some pedagogical implications which the results of this study may have for evaluators. (Author)

ED 229 466 UD 022 719

Dixon, Heriberto
A Look at the Socio-Economic Adaptation of Mariel Cubans.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adjustment (to Environment); Blacks; *Cubans; *Group Unity; Hispanic Americans; *Immigrants; Racial Bias; *Racial Composition; *Socioeconomic Background
IDENTIFIERS- Florida (Miami); *Mariel Cubans

This paper briefly describes Cuban immigration to the United States since the late 1800s, and examines the available demographic and social adjustment data for the latest group of immigrants--the approximately 125,000 persons who came by sea from Mariel Harbor in 1980. The latest wave of Cubans is characterized as poorer, less educated, and less job ready than previous immigrants. In addition, when compared with Cubans already living in the United States, recent arrivals are said to (1) comprise more single individuals, (2) be predominantly male, (3) be younger, and (4) be disproportionately Black or Mulatto. However, the widely believed assertion that the group is largely made up of homosexuals, criminals, and deviants is disputed. Finally, adaptation problems of the Mariel Cubans are discussed in the areas of mental health, housing, and employment. The author concludes with speculation as to the effects on Miami's Cuban American community of the new immigrants, especially given the number of Blacks among the Mariel group and the widespread racial prejudice among earlier immigrants. (GC)

ED 229 480 UD 022 760

Simon, Elaine
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
Center for New Schools, Inc., Chicago, Ill.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE- Apr 78
CONTRACT- 400-75-0018
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Administrative Change; Demonstration Programs; *Educational Improvement; Junior High Schools; *Management by Objectives; Principals; *Problem Solving; *School Organization; Staff Development; *Technical Assistance
IDENTIFIERS- Documentation and Technical Assistance Project; *Junior High School Network Project

This volume describes the evolution and implementation of the Junior High School Network Project (JHSN), one of nine programs selected by the Documentation and Technical Assistance (DTA) Project as demonstration sites for enhancing the problem solving capacities of urban schools. As described, the original proposal for the JHSN was directed toward improving the internal organization of two schools through the application of a Management by Objectives (MBO) process. The report's first chapter summarizes the project's design, which relied on three mechanisms to structure interaction: (1) a school wide plan; (2) a structure for planning; and (3) training school staff and administrators and assisting them in implementing the plan. Chapter II describes typical activities of project staff and school personnel as they attempted to achieve the MBO process. Chapter III relates activities to actual social organization and interrelationships in participating schools. The concluding chapter discusses implications of the JHSN project for educational problem solving. Extensive appendices include descriptions of the program evaluation methodology, project plans, documentation of project activities, staff development course syllabi, student data, and letters between DTA staff and the principals of the two participating schools. (Author/GC)

ED 229 494 UD 022 781

Keyes, Jose Luis; And Others
Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; *Career Exploration; English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; Mathematics Instruction; *Program Effectiveness; Program Implementation; Science Instruction; Social Studies; *Spanish Speaking
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education

The Career Exploration Opportunities for Bilingual Students (C.E.O.B.S.) program at Evander Childs High School in the Bronx, New York City, served 100 ninth and tenth grade Spanish speaking students of limited English proficiency during 1981-82. The project provided instruction in English as a second language and Spanish language skills; bilingual instruction in science, mathematics, and social studies; and career education lessons integrated into all major curriculum areas. This report describes the objectives; student participants; organization; instructional, non-instructional, and career exploration components; and evaluation of the program. Evaluation results indicate that: (1) the program is meetirg its objectives; (2) participants demonstrated significant gains in English reading skills, and Spanish reading skills; (3) program participants showed a higher passing rate in biology, history, and mathematics than a comparison group of nonparticipants; and (4) participants had a higher attendance rate than students in the school as a whole. Recommendations for planning future programs are presented. Some documents and materials used in implementing the program are presented in the appendices. (MJL)

ED 229 220 SE 041 420

Bosworth, Duane A.; Foster, Albert B.
Approved Practices in Soil Conservation. Fifth Edition.
REPORT NO.- ISBN-0-8134-2170-5
PUB DATE- 82
AVAILABLE FROM- The Interstate Printers & Publishers, Inc., P.O. Box 594, Danville, IL 61832-0594 ($12.50, less educational discount, 10%, single copy and 20% for 2 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Agricultural Education; Agriculture; *Agronomy; *Conservation Education; *Forestry; Higher Education; Horticulture; *Land Use; Postsecondary Education; *Soil Conservation; *Soil Science; Wildlife

This book is designed for individuals who want to apply conservation practices either without or with minimal technical assistance. These individuals include students who want to practice soil/water conservation with some instructor guidance and others who want to apply the principles in their own way, to their own conditions, and within their own capability to apply them. To meet these needs, the book includes a discussion and description of soil/water conservation methods for the small operator, at the same time recognizing changes brought about through improved technology and by larger and more complex farm equipment. It is intended to be useful for the small acreage owner and for urban dwellers who have a soil/water conservation problem. Practices discussed can also help school officials select a school site and develop a conservation plan on the area-a plan that can be used to teach wise use of soil/water and related resources, and to serve as an outdoor classroom. The book is divided into 20 chapters and includes an appendix summarizing approved soil conservation practices (related to each chapter), an index, and glossary. Among the topics presented are conservation tillage, contour farming, strip crop farming, preventing and healing gullies, and controlling sandblows. (JN)

Pfundt, Helga

Pre-Instructional Conceptions about Transformations of Substances.

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Change; *Chemistry; *Cognitive Processes; *Concept Formation; *Elementary School Science; Intermediate Grades; Junior High Schools; *Matter; Science Education; Science Instruction; *Secondary School Science
IDENTIFIERS- Science Education Research

Findings generated from past classroom observation and individual interviews indicate that certain framework conceptions can be identified by which students explain special transformations of substances and which are activated in view of new experiences made in the course of chemistry instruction. This study investigated these framework conceptions by conducting approximately 30 interviews with 8-13 year-old students. The interviews dealt with burning of alcohol, occurrences during the heating of copper vitriol (aqua copper sulfate) and its recovery, and the extraction of lead from lead ore (lead (IV)-oxide). Several general conceptions of changes of substances were found during the interviews. These include the conception: (1) of an irreversible destruction of substances; (2) of an irreversible changing of properties of lasting substances; (3) of a reversible changing of properties of lasting substances; and (4) that substances with all their properties continue to exist, that they are merely distributed or mixed or separated. (Author/JN)

ED 229 250 SE 041 451

Krause, Marina C.
Multicultural Mathematics Materials.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-206-6
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($5.00 per copy, 10 or more copies shipped to same address earn a 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Educational Games; *Elementary School Mathematics; Elementary Secondary Education; Geometric Concepts; *Learning Activities; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; Measurement; Multicultural Education; Number Concepts
IDENTIFIERS- *Multicultural Materials; National Council of Teachers of Mathematics

The activities and games collected in this publication have their roots in different parts of the world. They can bring the vitality of ethnic and cultural diversity into the mathematics curriculum, and can enhance the background of the ethnically "different" child and expose children to the ethnic heritage of others. The materials are classified by geographic region: Africa, Asia, Oceania, Europe, the Mid-East, South America, Middle America, and North America. The latter includes a special section devoted to the Hopi Indians of northeastern Arizona. Grade levels are suggested, although many could be used at levels above or below those designated. The gameboards and activities are designed for immediate classroom use, and require only readily available materials. [illegible]MNS)

ED 229 279 SE 041 586

Sousa, David A., Comp.; And Others
Professional Improvement Plans in Science.
New Jersey Science Supervisors Association.
PUB DATE- Mar 83
AVAILABLE FROM- David A. Sousa, West Orange Board of Education, 22 Municipal Plaza, West Orange, NJ 07052 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Education; Classroom Techniques; Community Resources; *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Instructional Improvement; Laboratory Safety; Science Education; *Science Instruction; *Science Supervision; *Secondary School Science; Student Evaluation; Study Skills; *Teacher Improvement
IDENTIFIERS- New Jersey

In 1982 the New Jersey Science Supervisors Association asked its members to submit samples of Professional Improvement Plans (PIPS) that they had developed for themselves as well as for their science teachers. Provided in this document, in chart format, are actual PIPS used by classroom teachers and science supervisors. The PIPS are divided into 12 categories: professional improvement, curriculum development, classroom management, student evaluation, community resources, career education, study skills, facilities, resources, methodology, safety, and supervision. No attempt was made to sort or categorize the PIPS by specific subject areas since many could be modified for any subject. Most PIPS contain three major components: objectives, activities, and evaluation. In each category, PIPS with all three components are listed first. Although most are related to secondary school, most PIPS could be adapted to the elementary level. An example of a PIP objective (under professional improvement) is to improve speech presentation in the classroom. Recording lessons at beginning/end of school year and recording at least three other lessons are suggested activities. Evaluation would be accomplished by analyzing recordings to discover occurences of vocal hesitation and to compare results of earlier and later recordings. The PIPS presented which seem outdated have been included for consideration with the application of modern technology, such as microcomputers. (JN)

ED 229 294 SO 014 589

Stevens, Ronald A.; Reynolds, James R.
Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; Career Development; *College Graduates; Cross Sectional Studies; Curriculum Evaluation; Educational Needs; Educational Research; *Education Work Relationship; Equal Opportunities (Jobs); Females; Higher Education; Majors (Students); Males; Relevance (Education); *Sociology; *Work Experience

Career experiences of bachelor's degree graduates in sociology at Winona State University (Minnesota) from Spring 1969 to Summer 1979 are documented. A total of 263 from the 416 graduates responded to questions concerning background information, employment experiences immediately following graduation, present employment circumstances, and the relationship between their academic experience and career development. Approximately 80 percent entered the work force in a wide variety of occupations relatively soon after graduation. Personal contact was the most frequently mentioned source of information for the job; only a small percentage used the university placement office. Most graduates expected their degree to be related to specific types of employment. Social service, clerical, and office occupations were predominately filled by female graduates while males were more likely to be employed in administrative positions. A comparison of present job status to first job, however, revealed a tendency for females to move into administrative positions. Most graduates rated their internship as valuable. Overall, general satisfaction with the curriculum was indicated by the fact that more than 7 out of 10 respondents offered positive statements about the curricular features of their major. Most respondents stressed that greater emphasis should be placed on career counseling and academic advising and that academic content of courses should be integrated with potential career choices. (KC)

ED 229 325 SO 014 694

Rengert, Arlene C., Ed.; Monk, Janice J., Ed.
Women and Spatial Change: Learning Resources for Social Science Courses.
Association of American Geographers, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-8403-2843-5
PUB DATE- 82
CONTRACT- G007802252
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, P.O. Box 539, Dubuque, IA 52001 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agriculture; *Crime; *Day Care; *Females; Foreign Countries; Geography Instruction; Higher Education; *Homemakers; Industrialization; Males; Personal Space; *Rural to Urban Migration; Sex Differences; Social Change; Social Sciences; United States History; Units of Study; World History
IDENTIFIERS- Latin America; *Spatial Distribution; United States (North Atlantic States)

Six units focusing on the effects of spatial change on women are designed to supplement college introductory courses in geography and the social sciences. Unit 1, Women and Agricultural Landscapes, focuses on how women contributed to landscape change in prehistory, women's impact on the environment, and the hypothesis that women developed agriculture. Unit 2 discusses how men and women use space differently. Topics include female and male space, the interior space of the home, and women's contribution to the landscape of the home. Unit 3 examines women and crime in the context of social change. Readings suggest how people living under similar environmental stress choose different coping actions, explore the spatial patterning of urban crime, and examine the prison as a socializing force for women. Unit 4 discusses factors to be considered in locating family services, using day care centers as an example. Provided with maps, transit schedules, and census tract statistics, students select and set up a day care center. Unit 5 examines motives for contemporary female migration to cities in Latin America. Unit 6, Female Industrial Migration in the Early 19th Century, analyzes reasons for the predominance of females in industrial migration. Each unit contains objectives and student readings. (KC)

ED 229 405 TM 830 301

Dockrell, W. B.
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Data Analysis; Foreign Countries; *International Studies; Privacy; *Program Evaluation; Research Methodology; Research Needs; *Research Problems; *Standards
IDENTIFIERS- Collusion; Conflict of Interest; *Qualitative Research; Scotland (Edinburgh); *Standards for Evaluation Educ Prog Proj Materials

This paper is devoted to an analysis of the "Standards for Evaluation of Educational Programs, Projects, and Materials" as they apply to qualitative data. The most difficult ethical problem arises from the conflict between the right to privacy of research subjects and the right to know of audiences. There are two technical points in the standards document which should be amplified. The first concerns the verification of data: the need to specify procedures to ensure credibility for qualitative studies. The second concern is the specification of quantitative techniques for the analysis of qualitative data: the need to define more clearly the steps that should be taken to ensure that qualitative data can be tested rigorously. Finally there is the problem of collusion, the danger that the qualitative evaluator will select from his material the data which is in conformity with his own predilictions or presuppositions, the expectations of his audience, or the requirements of his sponsors. This problem may be acute in some parts of the world. To be of maximum international value the standards report needs to be extended and to pay much greater attention to problems arising with qualitative evaluation. (Author/PN)

ED 229 438 TM 830 342

Tekian, Ara; And Others
A Quantitative Model for Assessing Faculty Promotion.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Rank (Professional); *Evaluation Criteria; *Evaluation Methods; *Faculty Evaluation; *Faculty Promotion; *Mathematical Models; Medical Education; *Medical School Faculty; Professional Recognition; Questionnaires; Rating Scales
IDENTIFIERS- *Quantitative Analysis

This paper describes a quantitative model that can be used to evaluate faculty performance for promotion decisions. Through the use of an evaluation form, the system (1) informs faculty members how they will be evaluated at the end of each academic year; (2) allows faculty growth to be documented in teaching, research, and other activities which affect promotion; and (3) provides a common basis for a Promotion Committee to deal fairly and objectively with evaluating faculty performance. Although this model was designed for use with health professions faculty it can be adapted and used in other fields. An evaluation form has been designed which has two parts. Part I (Appendix A) is a questionnaire to gather information about the number and kinds of academic activities that faculty have performed (i.e., the quantitative aspects of their work) and is to be completed by the faculty member. Part II (Appendix B) is a rating scale to be completed by the department chairperson and three colleagues who are familiar with the candidate being rated. Ratings depict the qualitative aspects of faculty performance. The description of a pilot study illustrates the application of the model. (Author/PN)

ED 229 453 UD 022 619

Pearce, Diana; McAdoo, Harriette
Women and Children: Alone and in Poverty.
PUB DATE- Sep 81
AVAILABLE FROM- Diana Pearce, Center for National Policy Review, Catholic University Law School, Washington, DC 20064 ($2.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Blacks; Child Welfare; *Economically Disadvantaged; Employment Programs; Family (Sociological Unit); Family Financial Resources; Family Income; Fatherless Family; *Females; *Heads of Households; Minority Groups; *Poverty; *Poverty Programs; Quality o Life; Sex Differences; Welfare Recipients; *Welfare Services

This monograph looks at the increasing number of poor women and discusses anti poverty programs in regard to this group. Figures are presented which indicate an increase in the number of poor women in the 1970s, and show that Blacks and Hispanics are disproportionately represented among the poor. The paper suggests that the child-bearing role of women and limited occupational, economic, and social opportunities account in part for their poverty. Welfare programs, such as the Work Incentive Program (WIN), Comprehensive Employment and Training Act (CETA), and Aid to Families With Dependent Children-Unemployed Parents (AFDC-UP), are reviewed, and aspects of the welfare system and the labor market that tend to foster poverty among women are described. The paper claims that welfare programs only provide marginal and menial jobs, when they allow women to work at all. It is suggested that a dismantling of the dual welfare system will help to release these women from poverty. Finally, the need is stressed for programs designed to provide jobs for low-skilled women. (AOS)

ED 229 467 UD 022 723

Van Den Berg, O. C.
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper.
PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Access to Education; *Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Futures (of Society); Higher Education; Nature Nurture Controversy; *Political Power; *Racial Segregation

This paper assesses human inequality and its consequences for the formulation of educational policy in South Africa. Various forms of human inequality, such as achievement, potential, lifestyle, life changes, credentials, aptitudes, and interests are discussed, as are psychological and sociopolitical solutions that have been proposed to remedy these imbalances. Ways that school systems can be designed to allow for and promote equal education, equal access, and equal opportunity are then considered. Next, the paper evaluates inequality in South African education by comparing educational access and input for whites and for the rest of the society. The author holds that educational decision making and policy formation are inextricably related to political power of South African populations, and that truly equal education will serve as a major vehicle toward national unity. (AOS)

ED 229 236 SE 041 436

Brandt, Richard C.; Knapp, Barbara H.
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report.
Utah Univ., Salt Lake City. Dept. of Computer Science.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SED-82022
PUB DATE- 82
GRANT- NSF-SED-79-00785
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Science; Computer Assisted Instruction; *Computer Oriented Programs; *Computer Programs; Electronics; Higher Education; *Material Development; Microcomputers; Physics; Science Education; *Videodisc Recordings
IDENTIFIERS- Science Education Research

This project, stemming from work started under the National Science Foundation grant "Development of a Television Computer Assisted Instruction (TVCAI) System" SER-7806412, called for the transfer to videodisc of some of the videotape materials developed under the grant. Three efforts were included in the proposal: design and development of hardware and software for the intelligent videodisc system, design and selection of courseware for the system, and courseware evaluation. This report contains a summary of the work completed in support of intelligent videodisc systems. Hardware and software developed, the videodisc produced (which contains physics materials), and the demonstrations given of the intelligent videodisc system are discussed. In addition, the report contains a description of current work both in extending the usefulness of the intelligent videodisc system and in support of other users. General remarks concerning the appropriate use of intelligent video systems in education are also included. Timing differences, Video-computer Courseware Implementation System (VCIS) video documentation, and lists of demonstrations/workshops and publications are included in appendices. (JN)

ED 229 265 SE 041 547

Gearhart, Maryl
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS. AGENCY- Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- Cross Cultural Studies; Cultural Influences; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; Ethnography; *Field Studies; Language Role; Mathematical Vocabulary; *Mathematics Curriculum; *Mathematics Instruction; Teaching Methods; Textbooks; Workbooks
IDENTIFIERS- *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

This report summarizes field work in Divanap, Papua New Guinea, one of five community schools participating in the ongoing research and development efforts of the Indigenous Mathematics Project (IMP). The site is described, with detailed comments on the school and the community. background on the teacher is provided. Sizes of the two grade 2, one grade 4, and one grade 6 classes participating in the study are given. Curriculum implementation is then discussed, with note of such problems as the teacher's frequent inability to understand the teacher's notes, and learning aids are given. Classroom interaction is described, noting that instruction was usually in English; and that classes were teacher-directed, with little group work. Two interviews with students are hriefly noted. The study concludes that, in general, the IMP materials were not uniformly successful at this site. Among the suggestions offered is that, for an isolated site such as Divanap, IMP should include suggestions of activities for which application of new mathematical skills is encouraged. (MNS)

ED 229 310 SO 014 653

United States Academy of Peace Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session on S.1889 to Establish the United States Academy of Peace, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 21 Apr 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *Conflict Resolution; Federal Legislation; Hearings; Information Services; *Institutes (Training Programs); Organizational Objectives; *Peace; Professional Training; Program Descriptions; Research

IDENTIFIERS- *Testimony Congress 97th

Testimony of witnesses, including senators and professors, newspaper articles, press releases, communications, and other publications in support of legislation that would create a Department or Academy of Peace and Conflict Resolution are provided. The academy would have 3 major functions: (1) to perform and assist research about international peace and peacemaking; (2) to educate and train--directly and indirectly--persons across the nation from government, private enterprise, and voluntary associations about international peace and peacemaking skills; and (3) to establish an information service in the field of peace learning. To be located within easy reach of Washington, D.C., the academy would be governed by a 15-member board, consisting of 4 members from Congress (2 members from each major political party from the Senate and the House of Representatives) and 11 members nominated by the President and approved by the Senate. (RM)

ED 229 341 SP 022 058

Rush, W. Sherman
A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Philosophy; *Educational Strategies; *Grouping (Instructional Purposes); Higher Education; Instructional Development; *Reading Material Selection; Self Evaluation (Individuals); Student Needs; *Student Reaction; *Teacher Educators; Teaching Methods; *Teaching Styles; Undergraduate Students

A study evaluated attempts to meet college students' needs through procedures involving differential reading assignments, in a variety of textbooks, based on how students classified themselves on a simple instrument. Students were placed in one of four modular groups based upon their response to an exercise, given on the first day of class, which asked them to pick the teacher, as described in four vignettes, with whom they most strongly identified. This choice then became the student's "classification" for the remainder of the module. For the attendance of lectures, students were asked to attend on those days which featured topics thought to be appealing to their "type" as revealed by their choice of teacher styles. This study report presents findings on: (1) average student grades earned by classification; (2) reading and textbook selection; (3) module in which enrolled, along with frequency of each; and (4) student ratings of the instuctor and teaching procedures. Appended is the reading list for the course as well as listings of recommended chapters by module. (JM)

ED 229 357 SP 022 229

Evans, Virden; And Others
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Athletic Coaches; *Extramural Athletics; *Financial Policy; Higher Education; *Job Performance; *Job Satisfaction; Physical Education; *Teacher Attitudes; Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Revenue Producing Sports

A study investigated whether or not the job satisfaction of athletic coaches is influenced by the fact that their sports were revenue or nonrevenue producing. A revenue sport was identified as one being able to sustain itself financially within the university (baseball, football, basketball). Nonrevenue sports were identified as tennis, swimming, golf, and field and track. Head coaches from 95 colleges responded to a personal data sheet and a 50-item job satisfaction questionnaire. Findings revealed: (1) Coaches of nonrevenue sports had higher work demand satisfaction; (2) Coaches of revenue sports achieved higher mean scores on job satisfaction; (3) Coaches of revenue sports were more satisfied with the administration/organizational phase of their job; (4) Most of the coaches were dissatisfied with their salary; (5) Both groups were fairly satisfied with their job security; (6) Both groups were satisfied with their personal initiative on the job; (7) Coaches in revenue sports were more satisfied with the recognition they received; (8) Both groups were fairly satisfied with the racial balance in their working environments and organizational aspects of their jobs; and (9) The coaches overall were satisfied with their jobs. Implications for school administrators are discussed. (JD)

ED 229 373 SP 022 254

Galluzzo, Gary R.
An Evaluation of a Teacher Education Program.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Educational Assessment; *Education Majors; Evaluation Methods; Higher Education; Measurement Techniques; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Student Attitudes; Student Characteristics; *Teacher Education Programs
IDENTIFIERS- Glassboro State College NJ; Minnesota Teacher Attitude Inventory; National Teacher Examinations

A field test of an evaluation of a teacher education program at Glassboro State College (New Jersey) used 19 preservice teachers as subjects. The evaluation model adopted for the study, CIPP, is an acronym for the four types of evaluation incorporated into one model: context, input, process, and product. Tests administered to students were the Minnesota Teacher Attitude Inventory (MTAI) and the National Teacher Examinations, including both the Weighted Common Examinations Test (WCET) and the appropriate Area Exam for each of the three major areas of study from which these students were drawn. Evidence from this longitudinal study indicated that the scores on the MTAI increased from the freshman year to the middle of the junior year, with the mean for this group dropping somewhat when the students were measured following student teaching. Results from analysis of academic achievement using the WCET scores indicated that there was no change in these students' academic achievement. Four possible explanations are offered for the lack of significant differences over the four years on the general studies portion of the WCET. (JM)

ED 229 422 TM 830 321

Fischbein, Siv
Biosocial Influences on Sex Differences in School Achievement.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; *Biological Influences; Chronological Age; Educational Opportunities; Elementary Education; Foreign Countries; Native Language Instruction; *Quantitative Tests; *Sex Differences; *Social Influences; *Swedish; Test Results; Twins
IDENTIFIERS- *Sweden

Biosocial influences on sex differences, found for school achievement test results in grades 3 and 6, have been studied by means of opposite-sex twin pairs and singleton controls, attending the same classes as the twins. As expected the opposite-sex twin pairs tend to be more similar in achievement test results in Swedish and mathematics than their controls. This is, however, more pronounced [illegible]r Swedish and could probably be due to mathematics being more susceptible to the type of training experienced at school, while achievement in the Swedish subject is more dependent upon both home background and heredity-environment interaction. Both the twins and their controls tend to become less similar within pairs in achievement test results from grade 3 to 6. It does not seem, thus, as if the educational impact experienced by twins or non-twins, attending the same classes, will make them more similar in this respect. It is also evident that the increasing sex differentiation between grades is not primarily due to home background influences, but rather can be explained both by differential educational treatment and differentiation of abilities with increasing age. (Author)

ED 229 221 SE 041 421

Developing Study Stations on Your School Site.
Ohio State Dept. of Natural Resources, Columbus. Office of Information and Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Biological Sciences; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Outdoor Activities; *School Location; Science Education; Secondary School Science; *Site Development; *Site Selection

The school site is a convenient location for study stations since it is available for short periods of time and can be used consistently. Special preparations, such as transportation, required for off-site fieldtrips can be eliminated. In addition, on-site activities provide students with concrete experiences necessary to understand difficult concepts. Provided are suggestions for developing such study stations. These include an inventory (in checklist format) of possible sites and ways to improve school site (considering establishing a number of diverse natural communities, giving a site time to develop fully, and using native species whenever possible). Brief descriptions of suggested stations are also provided, including brush pile/fence row, boulder field, hill, succession plots, wet area, feeding stations, sand pile, unmowed plot, pine planting, hardwood/deciduous area, outdoor seating area, compost pile, and garden plots. A list of other possible study stations is included. (JN)

ED 229 389 TM 830 136

Berger, Dale E.; Selhorst, Susan C.
A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Analysis; *Multivariate Analysis; Research Design; Research Methodology; *Research Problems; *Simulation; Test Bias
IDENTIFIERS- *Repeated Measures Design; *Univariate Analysis

Although it is widely known that special assumptions are needed for univariate analysis of repeated measures data, researchers seldom examine their data for violation of these assumptions. This paper reviews ways in which repeated measures analyses are usually handled and describes limitations of these methods. A design with two within subject factors (3x3) was tested with a computer simulation of 1,000 such experiments (each with 30 subjects) to examine the bias of alternate test procedures with data similar to that which might reasonably be observed. Two data structures were used, with small and large violations of the univariate assumptions. Four methods of analysis were compared: unadjusted univariate, Geiser-Greenhouse conservative test, epsilon correction, and multivariate analysis. The multivariate test was the only procedure for which the empirical alpha error rate did not differ reliably from the nominal alpha for any effect tested here. It is recommended that multivariate procedures should be used for analysis of repeated measures designs when sample size permits. (Author/PN)

ED 229 495 UD 022 782

Torres, Judith A.; And Others

Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; English (Second Language); High Schools; Hispanic Americans; Korean; *Korean Americans; *Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Implementation; *Spanish Speaking
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education

The Basic Trilingual Program at Flushing High School in Queens, New York City, provides instruction in English as a second language, native language arts instruction, and bilingual instruction in different content areas to Spanish speaking and Korean speaking high school students of limited English proficiency. The program is also involved in curriculum development, staff training, counseling and supportive services, and the provision of opportunities for parent involvement in the program. This report describes the context, participants, organization, instructional and noninstructional components, and evaluation of the program during 1981-82. Evaluation findings indicate that: (1) Spanish speaking students demonstrated statistically significant gains in English reading achievement, but Korean speaking students did not; (2) Spanish speaking students achieved more English syntax objectives than Korean speaking students; (3) participants' passing rates in mathematics, science, and social studies were greater than 50 percent; (4) both Hispanics and Koreans had passing rates of over 70 percent in teacher made tests for their respective native language arts; and (5) participants' attendance rates were higher than the school-wide rate. Recommendations for program improvement are presented. (MJL)

:Miller, David C.
Data Collection Manual and Sampling Plan. Public Online Catalog Study.
ED 229 015

de Oliveira, Terezinha Rodrigues
Evaluation Standards: Reorganization for the Brazilian Educational Reality.
FD 229 407

de Villiers, Jill
Understanding Passives with Non-Action Verbs.
ED 228 862

van Dijk, Teun A.
Towards a Model of Ethnic Prejudice in Cognition and Discourse. Prepublication/Working Paper No. 1.
ED 229 296

van Seventer, C. W.
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation.
ED 229 402

Abram, Robert
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234.
ED 228 473

Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
ED 228 471

Acker, Stephen R.
All on One Wire: Pros and Cons of Mega-Channel, Interactive Cable.
ED 228 676

Ackerman, Bonnie
The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631

Adair, Susan
Job Assistance for Battered Women.
ED 229 063

Adam, Felix, Ed.
Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461

Adams, Lea T.
Script Development and Memory Organization.
ED 229 160

Adams, Robert M.
Proximity in Parks: Naturalistic Observation of Family Interactions.
ED 229 172

Adams, Scott
Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976).
ED 229 008

Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977).
ED 229 012

Ainsworth, Nancy
Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852

Aker, George F., Ed.
Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461

Aleamoni, Lawrence M.
Components of Teaching as Measured by Student Ratings.
ED 229 393

Alexander, George
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study.
ED 229 104

Algozzine, Bob
An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning.
ED 228 829

Allen, Gerri
The Distribution of Working Memory Capacity in Reading.
ED 229 412

Allen, Robert F.
Developing Learning Packets at South Oklahoma City Junior College.
ED 229 077

Allen, Rodney F., Ed.
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.
ED 229 317

Allgeier, Elizabeth Rice
Taking the Initiative: A Green Light for Contraceptive Responsibility?
ED 228 600

Allington, Richard L.
Content Coverage and Contextual Reading in Reading Groups.
ED 228 604

Alston, Jerry G.
Mainstreaming the Hearing Impaired.
ED 229 080

Altman, Roann
Interlanguage Modality.
ED 228 861

Alvermann, Donna E.
Story Constituents and Children's Strategic Preferences.
ED 228 629

Ambler, Bob
A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students.
ED 228 663

Ambrosino, Robert J.
Model Adoption Exchange Payment System: Executive Summary.
ED 229 111

Amodeo, Luiza B.
Parental Involvement in the Identification of Gifted Mexican American Children.
ED 228 819

Andersen, Kenneth E.
The Ethics of Communication: There's Enough Blame to Go Around.
ED 228 686

Anderson, Cheryl A.
Computer Literacy: Rationale, Definition and Practices.
ED 228 983

Anderson, Hillary
The Single-Parent Family: A Complex System.
ED 228 599

Anderson, Joan
Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop. TADscripts '82.
ED 228 792

Anderson, Raymond B.
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958

Anderson, Stephen C.
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116

Annis, Linda Ferrill
The Processes and Effects of Peer Tutoring.
ED 228 964

Aquila, Frank D.
Japanese Management Practices: Everything You Didn't Want to Know but Should Have Asked. Preliminary Draft.
ED 228 740

Armbruster, Bonnie B.
The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

Ash, Paul M., Comp.
Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
ED 228 804

Ashley, William
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472

Ashmore, M. Catherine
Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483

Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502

Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521

Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488

Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10.
ED 228 507

Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10.
ED 228 526

Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9.
ED 228 487

Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
ED 228 506

Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9.
ED 228 525

Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
ED 228 480

Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499

Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
ED 228 518

Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481

Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500

Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
ED 228 519

Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486

Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
ED 228 505

Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8.
ED 228 524

Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493

Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512

Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
ED 228 531

Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485

Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504

Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523

Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489

Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508

Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527

Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532

Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495

Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
ED 228 514

Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
ED 228 533

Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
ED 228 490

Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12.
ED 228 509

Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528

Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492

Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511

Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482

Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501

Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
ED 228 520

Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484

Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503

Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522

Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491

Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510

Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529

Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
ED 228 496

Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.
ED 228 515

Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534

PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C.
ED 228 516

PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535

PACE Instructor Guide. Level 1. Research & Development Series No. 240A.
ED 228 478

PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497

Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479

Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
ED 228 498

Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Ashmore, Timothy M.
The Future of the Microcomputer in the Speech Communication Classroom.
ED 228 669

Astin, Alexander W.
The American Freshman: National Norms for Fall 1982.
ED 228 906

Atwater, Jane B.
An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142

Auster, Ethel
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018

Austin, Bruce A.
Portrait of a Contemporary Drive-In Movie Theater Audience.
ED 228 660

Babayan, Anita, Comp.
High School Equivalency Program--Washington State University. 1981-82 Annual Report.
ED 229 186

Bachelor, D. L.
Preparing the Climate for Public Education in Coming Decades.
ED 228 710

Bader, Barbara
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
ED 229 348

Baker, Joe G.
R&D and Technological Change in Coal Mining.
ED 228 405

Baker, Reginald
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .
ED 228 784

Baker, Ronald E.
An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities.
ED 229 054

Banerdt, Jack
Walworth County Employer Needs Assessment Study.
ED 229 097

Bannan, Helen M.
Mothers and Daughters in 20th Century Native American and Immigrant Autobiography.
ED 229 189

Banta, Trudy W.
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82.
ED 229 339

Baranowski, Marc D.
Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly.
ED 228 576

Baratz, Daphna
Data Collection Manual and Sampling Plan. Public Online Catalog Study.
ED 229 015

Barclay, Lizabeth A.
Organizational Integration: Attitudes toward Sex or Race Related Programs within One Organization.
ED 228 579

Barker, Stephen C.
Developing a Workload Formula for High Technology Faculty.
ED 229 093

Barnes, Shelba
Cognitive Preference and Student Performance.
ED 228 594

Baroody, Arthur J.
The Case of Adam: A Specific Evaluation of a Math Learning Disability.
ED 229 146

The Development of the Commutativity Principle and Addition Strategies in Young Children.
ED 229 148

The Development of Basic Formal Math Abilities.
ED 229 153

The Use of Economical Mental Addition Strategies by Young Children.
ED 229 147

Barrington, Gail V.
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report.
ED 228 887

English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12.
ED 228 888

Barton, Stephanie Lang
Serving Adult Learners. Collaborative Approaches in Five Communities.
ED 228 545

Barzansky, Barbara
Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program.
ED 229 404

Basonic, N. Lorraine Yovanovich
The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
ED 229 086

Bateman, Harold
Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

Batsche, Catherine J.
Handbook for Vocational School Psychology.
ED 228 760

Baumann, James F.
Teaching Children to Comprehend Main Ideas.
ED 228 623

Beasley, V. J.
The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
ED 228 905

Becker, James
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
ED 229 319

Beckham, Joseph C.
Employees.
ED 228 728

School Officials and the Courts: Update 1982. ERS Monograph.
ED 228 695

Bell, T. H.
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 922

U.S. Department of Education Annual Report, Fiscal Year 1982.
ED 228 748

Bella, Maureen
Secondary Schooling and the World of Work.
ED 228 407

Bender, Louis W.
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095

Benor, Dan E.
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
ED 229 409

Short and Long Term Effects of Teacher-Training Workshop in Medical School.
ED 229 362

Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students.
ED 229 417

Berger, Dale E.
A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
ED 229 389

Bergstrom, Scott J.
Type and Perception of Feedback and Teacher Change.
ED 229 350

Berman, Martin L.
Preparing the Climate for Public Education in Coming Decades.
ED 228 710

Berner, Catherine L., Comp.
Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

Berry, Joyce K.
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241

Beyerbach, Barbara
Concept Mapping for Individual Assessment.
ED 229 399

Bidwa, Dennis
Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
ED 228 449

Biemiller, Andrew
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114

Black, Kathryn N.
Sex-Role Development and Father-Absence: Comparing Meta-Analyses.
ED 229 125

Black, Talbot
Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop. TADscripts '82.
ED 228 792

Blackmon, Alyce Akers
Prosocial Behaviors in a Mainstreamed Preschool.
ED 229 174

Blakemore, Judith E. O.
Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference.
ED 229 169

Blanchard, B. E.
The Mental Health of College and University Professors Engaged in Teacher Education.
ED 228 959

Blashfield, Jean F., Comp.
Aerospace Bibliography. Seventh Edition.
ED 229 246

Bloom, Barbara
The SEECC Pre-School Project: Parent-Partner Training Program.
ED 228 764

Blust, Ross S.
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.
ED 229 401

Boak, Terry
The Evaluation of Faculty Teaching Performance.
ED 228 916

Bogan, Evelyn Doody
Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model.
ED 229 450

Bogen, Don
Playing Games in the Writing Class: How Exercises Work.
ED 228 645

Boggs, George J.
An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness.
ED 228 601

Boggs, Stephen T.
Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851

Boling, Robert
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372

Bond, Carole L.
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
ED 228 772

Bosworth, Duane A.
Approved Practices in Soil Conservation. Fifth Edition.
ED 229 220

Brabeck, Mary M.
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
ED 228 442

Braden, Roberts A., Ed.
Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980

Bradford, Carl E.
The Impact of Continuing Contact on Therapeutic Change.
ED 228 595

Brady-Ciampa, Bartholomew
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum.
ED 228 960

Brady, Mary
Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Bregman, Ruth
Employers' Perceptions of Hiring the Qualified Disabled.
ED 228 453

Brandt, Richard C.
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report.
ED 229 236

Bransford, Louis A.
Telecommunications in Rural America: Special Populations, Special Problems.
ED 229 204

Braunreiter, Tom
Enriched Upper Elementary Language Arts Unit: Logical Thinking, Grades 5-6. Bulletin No. 346-D.
ED 228 816

Bray, James H.
The Single-Parent Family: A Complex System.
ED 228 599

Brayfield, Peggy L.
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language.
ED 228 637

Brodinsky, Ben
Boards and Superintendents: How to Have a Healthy Relationship.
ED 228 709

Brooke, Paula, Ed.
Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23.
ED 228 452

Brookover, Wilbur
Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement.
ED 229 457

Brooks, Mary L.
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
ED 228 785

Brown, Alan
TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
ED 228 448

Brown, Frank N.
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213

Brown, Jeffrey L.
Coalition Building: Drawing Universal Truths from Biased History.
ED 229 300

Brown, Peggy, Ed.
Peace Studies.
ED 228 917

Brown, Robert P.
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481

Brown, Ruth Wharton
Community Advisory Committee Guidelines. Volume I.
ED 228 810

Resource Specialist Training Resources. Volume I.
ED 228 774

Resource Specialist Training Resources. Volume II.
ED 228 775

Resource Specialist Training Resources. Volume III.
ED 228 776

Brownlee, Don, Ed.
CEDA Yearbook.
ED 228 668

Brulle, Andrew R.
Socially Withdrawn Children: A Review.
ED 228 831

Brumfit, Christopher
Some Current Problems in Communicative Language Teaching.
ED 228 835

Bryant, Barton B.
Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan.
ED 229 046

Bryson, Emily Montez
Library Research Manual: History.
ED 229 013

Buckner, Claudia
California Libraries in the 1980s: Strategies for Service.
ED 229 050

Buikema, Rosemarie
Politeness Strategies in the Interaction of Women and Men.
ED 229 324

Bulatao, Rodolfo, A., Ed.
Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
ED 229 309

Bullough, Bonnie
Women Nurses and Male Physicians: Their Educational Relationships.
ED 228 965

Bullough, Vern
Women Nurses and Male Physicians: Their Educational Relationships.
ED 228 965

Bunderson, C. Victor
Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989

Burke, W. Warner
Should School Administrators Be Leaders or Managers?
ED 228 743

Burkman, Ernest
Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234

Burn, Barbara B.
American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320

Burton, Sharon
Committee Handbook for Common Learning.
ED 229 083

Bushnell, David S.
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470

Butler, Sydney
The Bridge to Real Writing: Teaching Editing Skills.
ED 228 639

Bylebyl, Jerome J., Ed.
Teaching the History of Medicine at a Medical Center.
ED 228 913

Calderhead, James
Research into Teachers' and Student Teachers' Cognitions: Exploring the Nature of Classroom Practice.
ED 229 366

Callaway, Alma Slaughter
Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749

Calvert, Sandra L.
The Effects of Televised Preplays on Children's Attention and Comprehension.
ED 229 161

Capoor, Madan
An Evaluative Study of the Nurse Education Program. Research Report Number 82-1.
ED 229 085

Carrell, Patricia L.
Background Knowledge: Context and Familiarity in Reading Comprehension.
ED 228 901

Carson, Joan C.
Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom.
ED 228 721

Casey, John W.
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A.
ED 229 064

Caswell, Jackie Moe
Low Cost/High Value Staff Development Program.
ED 229 088

Catterall, James S.
Tuition Tax Credits: Issues of Equity.
ED 228 701

Cervantes, Robert A.
Glossary of Bilingual Education Terms.
ED 228 845

Cervero, Ronald M.
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425

Chalupsky, Albert B.
Development and Evaluation of Vocational Competency Measures. Final Report.
ED 228 474

Champagne, Audrey B.
Effecting Changes in Cognitive Structures Amongst Physics Students.
ED 229 238

Chapin, Giny Ziegler
Automated Circulation Systems as a Source of Secondary Information.
ED 229 043

Chapman, Jane Roberts
Women Employed in Corrections.
ED 228 540

Chapman, Warren
A Context for Career Decision Making. Research Report.
ED 228 469

Charles, John M.
Adult Play.
ED 229 384

Chase, Clinton I.
A Competency Based Achievement Program with Local Standards.
ED 229 423

Chase, Dorothy
Bilingualism for the Future.
ED 228 873

Chisholm, Thomas Alexander
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997

Chou, Donald
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712

Choy, Susan P.
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704

Christensen, Philip R.
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837

Cibulka, James G.
Inner-City Private Elementary Schools: A Study.
ED 229 455

Cicirelli, Victor G.
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly.
ED 228 598

Clagett, Craig A.
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4.
ED 229 091

Clancy, Peter L.
19 Improving Schools and Why: Their "Formula for Success."
ED 228 713

Clark, D. Cecil
Type and Perception of Feedback and Teacher Change.
ED 229 350

Clark, John L. D.
A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
ED 228 834

Clark, M. L.
Predictors of Scientific Majors for Black and White College Students.
ED 228 967

Clark, Maxine L.
Factors Important in the Formation of Preschoolers' Friendships.
ED 229 164

Clark, Woodward W., Jr.
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472

Clarke, Mark A. Ed.
On TESOL '82. Pacific Perspectives on Language Learning and Teaching.
ED 228 890

Clay, Thomas
Music in Ohio Schools. Final Report.
ED 229 301

Clements, Douglas H.
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies.
ED 229 158

Clements, M. A.
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271

The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270

Cliatt, Katherine H.
Business and Office Education: Accounting, Clerk. Instructor's Manual and Student Learning Activity Guide. Kit No. 204.
ED 228 382

Coble, Charles R.
Semantic Webbing in Science.
ED 228 622

Cohen, Andrew D.
Reformulating Second-Language Compositions: A Potential Source of Input for the Learner.
ED 228 866

Cohen, David K.
Teaching Practice. Documention and Technical Assistance in Urban Schools.
ED 229 470

Cohen, Shirley
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
ED 228 808

Cohen, Stewart
Childhood in America: A Contemporary Portrait.
ED 229 144

Cole, Joyce Couch
Employers' Perceptions of Hiring the Qualified Disabled.
ED 228 453

Coley, Denise D.
Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.
ED 229 145

Colletta, Nat, Ed.
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980).
ED 228 446

Colwell, Clyde G.
A Reading Guide: Assisting Content Area Teachers.
ED 228 633

Cone, John D.
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.
ED 228 780

Coney, Mary B.
The Implied Author in Technical Discourse.
ED 228 641

Conners, Dennis A.
The Turbulent Field of Public School Administration.
ED 228 691

Connor, Ethel Green
An Analysis of Bias in the Selection of School Outliers.
ED 229 406

Connors, Robin E.
Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162

Conrad, Clifton F.
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090

Conrad, Kendon J.
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures.
ED 229 394

Conti, Gary J.
Principles of Adult Learning Scale: Followup and Factor Analysis.
ED 228 424

Conway, Grace
A Study of How Basal Readers Reflect Family Living Styles.
ED 228 630

Coombes, Phyllis
Manual for Using Abuse and Neglect Indicators and Index.
ED 229 119

Cooper, Timothy T.
A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.
ED 228 725

Costigan, T.
Evaluation of Integrated Model: Westwood Secondary School. Report.
ED 228 719

Cotayo, Armando
George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 496

Courrier, Kathleen, Ed.
The Educational Use of Mass Media. World Bank Staff Working Paper No. 491.
ED 229 002

Covner, Thelma Crockin
A Study: The Relationship of Personality Type to Vocabulary Development.
ED 228 603

Crandall, JoAnn
English for Special Purposes in Adult ESL.
ED 228 899

Crismore, Avon
An Investigation of Exceptional Twins.
ED 228 818

Cronin, Roberta C.
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431

Crowley, Joan E.
Three Generations: The NLS of Labor Market Experience of Women.
ED 228 566

Culclasure, David F.
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982).
ED 228 542

Cummins, Jim
Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report.
ED 228 860

Curtis, Jan
The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
ED 228 855

Cutts, Pat Achey, Ed.
Instructional Computing--A Planning Guide: Reaching for the Future.
ED 228 988

Dalrymple, Nancy Justin
Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797

Dalton, LeRoy C., Ed.
Topics for Mathematics Clubs. Second Edition.
ED 229 217

Damen, Louise
Reading, Writing, and Culture Shock.
ED 228 876

Daniel, Arlie
A Demographic Analysis of Students and Their GTA Instructors.
ED 228 670

Daniel, Charles
Guidelines for Improving Performance in the Aged.
ED 229 378

Daswani, C. J.
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387

Davis, Jacqueline Peek
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483

Davis, Karen R.
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
ED 228 754

Davis, Robert H.
Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program.
ED 228 962

Davis, Susan R.
Burnout: A Term in Search of a Theory.
ED 228 596

Dawson, George G., Ed.
Developing Reasoning as the Fourth R.
ED 229 308

Day, Barbara
Early Childhood Education: Curriculum Organization and Classroom Management.
ED 229 175

Day, Elaine M.
Evaluation Studies of Bilingual Programs in Canada.
ED 228 889

Decker, Larry E., Ed.
Community, Educational, and Social Impact Perspectives.
ED 228 456

Del Polito, Carolyn M.
Alliances in Advocacy for Disabled Children and Youth.
ED 228 789

Della-Giustina, Daniel
Professional Preparation for Careers in Safety.
ED 229 386

Delson-Karan, Myrna
A Three-Dimensional Approach to Evaluating Teaching Performance.
ED 228 865

Dembo, Myron H.
Prosocial Behaviors in a Mainstreamed Preschool.
ED 229 174

Dennison, B.
Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182

Denton, Cliff
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358

The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359

Dewsbury, Alison
Bridge Reading Handbook.
ED 228 624

DeChenne, James A.
Writing Learning Packets: A Practitioner's Guide.
ED 229 076

DeWine, Sue
Moving through the Organization: A Field Study Assessment of the Patron System.
ED 228 675

Diamond, Esther E.
Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials.
ED 229 410

Diaz Soto, Lourdes
The Puerto Rican Family: Tradition and the Emergence of Change.
ED 229 492

Dierickx, H., Ed
Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition.
ED 229 016

Dietrich, Amy
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
ED 228 772

Dixon, Heriberto
A Look at the Socio-Economic Adaptation of Mariel Cubans.
ED 229 466

DiSibio, Robert A.
The Pedagogy of Concept Learning in the Elementary Grades: An Interdisciplinary Approach.
ED 229 303

Dockrell, W. B.
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
ED 229 405

Donegan, Patricia Morris
The Library and the Independent Adult Learner: An Annotated Bibliography.
ED 229 010

Doty, Charles R.
Translation of a Taxonomy into a Curriculum Guide.
ED 229 081

Drake, Kay
Early Childhood Education: Curriculum Organization and Classroom Management.
ED 229 175

Draper, Mary Jo
Rich News: Metropolitan Dailies and the Urban Poor.
ED 228 680

Draper, Thomas W.
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers.
ED 229 123

Dresch, Stephen P.
Criteria for the Evaluation of Student Loan Alternatives.
ED 228 936

Drewry, Debra L.
Factors Important in the Formation of Preschoolers' Friendships.
ED 229 164

Drummond, Robert J.
Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982.
ED 228 562

Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981.
ED 228 561

Duck, Greg
Secondary Schooling and the World of Work.
ED 228 407

Duit, Reinders
Students' Notions About the Energy Concept--Before and After Physics Instruction.
ED 229 237

Duncan, Janice R.
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807

Dunn, William H.
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448

Dunn, William N.
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447

Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449

Dunston, F. Myron
Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911

Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912

Duran, Elva
Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped.
ED 228 759

Duran, Sara
Glossary of Bilingual Education Terms.
ED 228 845

Dwyer, David C.
Federal Policy in Action: A Case Study of an Urban Education Project.
ED 229 488

Eade, Gordon E.
The Portfolio Process: New Roles for Meeting Challenges in Professional Development.
ED 229 342

Eanet, Marilyn G.
Cognitive Process Instruction: New Approaches to Learning in Science.
ED 228 614

Easton, John Q.
Affective Responses of Community College Students to Self-Selected Criteria of Success.
ED 229 078

Edwards, Carolyn P.
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Edwards, Joan E.
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095

Ehrhardt, Margaret W., Comp.
Exemplary Media Programs in School Districts of South Carolina.
ED 228 993

Eisenstadt, Marc
Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3.
ED 228 984

Elliot, Ligia Gomes
Evaluation Standards: Reorganization for the Brazilian Educational Reality.
ED 229 407

Ellis, Joseph R.
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347

Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802

Ellis, W. Geiger, Ed.
The ALAN Review. Spring, 1983.
ED 228 655

Elman, Annalee
A Computerized System for the Evaluation of Achievement in Title I.
ED 229 392

Elmendorf, Edward
Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 923

Encarnation, Dennis J.
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
ED 228 700

Race and Educational Employment.
ED 228 698

Endo, Russell
Race and the Use of Legal Services: A Case Study of Chinese Americans.
ED 229 293

Epps, Susan
An Analysis of the Conceptual Framework Underlying Definitions of Learning Disabilities.
ED 228 826

Public-Policy Implications of Different Definitions of Learning Disabilities.
ED 228 827

Erekson, Thomas L.
Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459

Eron, Leonard D.
Stability of Aggressive Behavior.
ED 229 131

Evans, Karen
TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
ED 228 448

Evans, Virden
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports.
ED 229 357

Ewald, Helen Rothschild
Theoretical Roots and Pedagogical Implications for Contextual Evaluation.
ED 228 638

Fass, Larry A.
Factors Involved in the Preparation and Submission of Manuscripts to Professional Journals.
ED 228 649

Faddis, Constance R.
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Fain, Stephen M.
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
ED 229 348

Fairbairn, Kathy
Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools.
ED 228 842

Fairchild, Steven H.
Educating the American Public: A Survey of Child Care Articles in Popular Women's Magazines, 1959 to 1981.
ED 229 149

Falasco, Dee
The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

Farber, Barry A.
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369

Feezel, Jerry D.
Practical Practice in Communication Teaching.
ED 228 685

Feinman, Saul
The Effect of Maternal Touching on Infant Social Referencing.
ED 229 152

Feldt, Leonard S.
A Theory-based Comparison of the Reliabilities of Fixed-length and Trials-to-criterion Scoring of Physical Education Skills Tests.
ED 229 387

Felps, Barry C.
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation.
ED 229 451

Fennessy, Denis
Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
ED 229 346

Ferguson, Douglas
Public Online Catalogs and Research Libraries. Final Report.
ED 229 014

Filep, Robert T.
Telecommunications and the Rural American, Today and Tomorrow.
ED 229 203

Finch, Carolyn M.
Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
ED 228 634

Finley, Carmen J.
A Computerized System for the Evaluation of Achievement in Title I.
ED 229 392

Fischbein, Siv
Biosocial Influences on Sex Differences in School Achievement.
ED 229 422

Fishlow, Harriet
A Demographic Overview of Postsecondary Education.
ED 228 935

Flaningam, Carl
The "Checkers" Speech and Televised Political Communication.
ED 228 671

Fleisher, Dorothy
Effectiveness of a Neighborhood Based Informal Support System.
ED 228 581

Fletcher, Jerry L.
Applications of Electronic Technologies to Rural Education.
ED 229 205

Flippo, Rona F.
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
ED 228 621

Foerster, Frank
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118

Fogarty, M. F.
A Multiple-Progress Plan for the Small School?
ED 229 184

The Queensland Itinerant Teacher Service 1901-1930
ED 229 185

Forman, George E.
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Foster, Albert B.
Approved Practices in Soil Conservation. Fifth Edition.
ED 229 220

Frances, Carol
Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980.
ED 228 934

Frankel, Daniel G.
Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology.
ED 229 134

Fraser, Jeannette L.
Increasing Community Involvement in Cooperative Vocational Education.
ED 228 431

Frechtling, Joy A.
The Measurement of Effectiveness: Some Methodological Problems.
ED 229 420

Fredericks, Bud
Teaching Research Music Program for Moderately and Severely Handicapped Children.
ED 228 767

Freeman, Donald J.
Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
ED 229 446

Freeman, Richard B.
The Overeducated American in the 1980s.

Frels, Kelly
A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.
ED 228 725

Fretwell, Gordon, Comp.
ARL Annual Salary Survey 1982.
ED 229 048

Friedland, Randi
Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
ED 228 572

Friedman, Lawrence M.
Limited Monarchy: The Rise and Fall of Student Rights.
ED 228 697

Froomkin, Joseph
Support of Graduate and Professional Students.
ED 228 974

Fryman, James F.
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299

Fugate, Joe K.
The Kalamazoo College Foreign Study Program: The Present and the Future.
ED 228 849

Fullam, T. J.
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised.
ED 228 977

Furukawa, James M.
Age Effects in Information Processing.
ED 228 565

Gagne, Antoinette
ESL Teachers and Students Making and Playing Games.
ED 228 836

Gagne, Robert
Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234

Gall, Meredith D.
The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report.
ED 228 745

Galle, Lynn
Parent Handbook, Laboratory Nursery School.
ED 229 176

Galluzzo, Gary R.
An Evaluation of a Teacher Education Program.
ED 229 373

Gambrell, Linda B.
Induced Mental Imagery and the Written Language Expression of Young Children.
ED 228 632

Gannon, Kathleen E.
The Development of the Commutativity Principle and Addition Strategies in Young Children.
ED 229 148

The Use of Economical Mental Addition Strategies by Young Children.
ED 229 147

Gansneder, Bruce M.
Factors Influencing Pursuit of the Bachelor's Degree by Police Officers.
ED 228 414

Garet, Michael S.
Graduate and Professional Education: A Review of Recent Trends.
ED 228 932

Garrison, Bruce
Technological Developments in Journalism: The Impact of the Computer in the Newsroom.
ED 228 662

Garrison, William T.
Male-Female Differences in Cognitive Abilities in Various Age Groups. Technical Report 1982-3.
ED 228 415

Garza, Margaret
Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139

Gaskell, Jane
Course Differentiation in the High School: The Perspective of Working Class Females.
ED 228 401

Gassner-Roberts, Sigrid
Vocabulary Acquisition--First Year German Language Students.
ED 228 839

Gastright, Joseph F.
A Comparison of the Outcomes of Three Early Childhood Programs Based upon Developmental Sequencing.
ED 229 170

An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils.
ED 229 432

Gearhart, Maryl
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265

Gedvilas, Leo L., Ed.
National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
ED 229 353

Gegna, Michael
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District.
ED 229 071

Gehring, Donald D.
Higher Education.
ED 228 734

Geisinger, Kurt F.
The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking.
ED 229 435

Geller, Daniel M.
The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment.
ED 229 501

Getzel, Elizabeth Evans
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395

Giese, Harlan E.
A Resource Guide on Local Vocational Education Advisory Councils for Administrators and Instructors.
ED 228 384

Gillespie, Donald A.
Characteristics of State Grant Programs in 1982-83.
ED 228 947

Gillham, Bruce
Reading through the Curriculum.
ED 228 613

Giraldo, Fernando Urrea
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34.
ED 229 490

Glaser, Roberta E.
Public Law 94-142: How to Keep the Ball In Your Court and Out of the Law Court.
ED 228 736

Gohs, Frank X.
Individualized Study by Technology (IST).
ED 229 004

Goldman, Susan R.
Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
ED 228 847

Golub, Lester S.
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs.
ED 229 416

Gonzalez, Barbara
Listening Activities for Small Groups.
ED 228 867

Gooding, C. Thomas
Improving and Encouraging Discussions in the Classroom.
ED 229 338

Gordon, Tom
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers.
ED 229 123

Gorman, Dean R.
Guidelines for Improving Performance in the Aged.
ED 229 378

Gottfredson, Linda S.
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609

Gottschalk, Rand
Innovation Adoption Decisions in Organizations: An Empirical Investigation.
ED 228 696

Gough, J. E.
Developing an Off Campus Studies Program at Deakin University.
ED 228 908

Goyen, Loren F.
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
ED 228 403

Grant, D. R. B.
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS).
ED 229 108

Grant, Linda
The Socialization of White Females in Classrooms.
ED 229 135

Graves, Theodore D.
The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22.
ED 229 489

Gray, Kenney E.
Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Gray, Marilynne E.
An Enrichment Model for Gifted/Talented ESL Pupils.
ED 228 898

Gray, Minnie Aliitchak
Old Beliefs = Taimaknaqtat.
ED 229 177

Gray, William A.
An Enrichment Model for Gifted/Talented ESL Pupils.
ED 228 898

Graye, Michelle B., Comp.
Invasion of the Anthropods. A Selected Annotated Bibliography to Reference Sources and Periodicals in Anthropology.
ED 229 330

Greenburg, Mark T.
Families with Deaf Children: The Effects of Early Intervention.
ED 228 753

Gregory, Lynn
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 475

Gresham, Frank M.
Social Skills: Principles, Procedures and Practices.
ED 228 762

Griffin, Mary Frances, Comp.
Exemplary Media Programs in School Districts of South Carolina.
ED 228 993

Griffin, W. A., Jr.
BIC (Business-Industry Council): A Concept Paper for Administrative Discussion.
ED 229 068

Grognet, Allene Guss
English for Special Purposes in Adult ESL.
ED 228 899

Grohn, Inga-Leena
Videotex Applications in the Technical Information Service. Research Notes 115.
ED 228 981

Grove, J. Robert
Effects of Achievement Tendencies and Competitive Outcomes on Performance.
ED 229 367

Gruen, Gerald E.
Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133

Gudykunst, William B., Ed.
Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII.
ED 228 678

Gullickson, Arlen R.
The Practice of Testing in Elementary and Secondary Schools.
ED 229 391

Gunderson, Lee
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658

Gunn, Angus M.
Sharing British Columbia's Water Resources. A Teaching Unit for Secondary Schools.
ED 229 305

Gunnarsson, Lars
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences.
ED 229 106

Gurak, Douglas T.
Hispanic Diversity in New York City.
ED 229 462

Gurney, David W.
College Students' Perceptions of Effective Teaching: Process Over Product.
ED 229 340

Guskey, Thomas R.
The Influence of Mastery Learning on Students' Attributions at the College Level.
ED 228 966

Hagan, Margaret S.
The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129

Hall, Charles Worth Leo
Helping Admissions and Records Officers Communicate with Computer Centers: What Their Needs Are.
ED 228 914

Professional Development Bibliography and Resources for Collegiate Administrators and Student Personnel Workers.
ED 228 915

Halstead, David
Hudson's Bay High School: A Model for Effective Schools.
ED 228 735

Hamby, Trudy
The Child Development Associate Program: A Guide to Training. (Second Edition).
ED 229 099

Hamby, Trudy M.
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098

The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100

Hample, Stephen R.
Planning Faculty Reduction.
ED 228 925

Handley, Herbert M.
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608

Handscombe, Jean, Ed.
On TESOL '82. Pacific Perspectives on Language Learning and Teaching.
ED 228 890

Hansen, Janet S.
Another Look at SSIG.
ED 228 946

Summary of College Board Studies on the SSIG Program.
ED 228 945

Hansen, Ralph A.
The Implications of Placement Decisions of Spanish Speaking Children.
ED 229 211

Hartlage, Lawrence
Biological and Social Correlates of Mental Development in Young Children.
ED 229 112

Hartle, Terry W.
Discretionary Income and College Costs.
ED 228 944

The Educational Indebtedness of Graduate and Professional Students.
ED 228 972

Hartman, Thomas G.
Memory Magic.
ED 228 574

Hatfield, Deborah H.
A Survey of Materials for the Study of the Uncommonly Taught Languages: Supplement, 1976-1981.
ED 228 863

Hausman, John
Demographics and the Dailies: Stalking the Upscale Reader.
ED 228 681

Haveman, Robert
Education and Economic Well-Being: The Role of Non-Market Effects.
ED 229 288

Hayes, Mary Vidolin
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs.
ED 228 619

Hayes, Zoe Ann
Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

Heath, Betty
Microcomputers in Marketing Education.
ED 228 417

Hector, Judith H.
A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College.
ED 229 087

Heer, David M.
The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

Heinsohn, Ingrid
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project.
ED 228 432

Heller, Joan I.
Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276

Hennig, Judith
Individual Student Profile.
ED 228 652

Henning, Joyce
Teaching Social and Leisure Skills to Youth with Autism.
ED 228 799

Henson, Kenneth T.
A Philosophical Approach to Educational Change.
ED 229 379

Hernandez-Chavez, Eduardo
The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
ED 228 855

Herring, Deborah Jean Glisan
Early Childhood Education: A Handbook for Program Development in a Day Nursery.
ED 229 140

Hertzog, James F.
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.
ED 229 401

Herzberger, Sharon D.
Parent, Child and Observer Gender as Determinants of Perceived Abuse.
ED 228 580

Hess, John
Computer Technology in Massachusetts Schools.
ED 229 227

Hilton, Ronald
Humanizing Adult Education Research: Five Stories from the 1930's.
ED 228 399

Hoachlander, E. Gareth
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704

Hobfoll, Stevan E.
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
ED 229 409

Hodges, Carol A.
An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers.
ED 229 351

Hodgkinson, Harold L.
"Terrain Paper" on Demography and Higher Education.
ED 228 938

Hodgkinson, Virginia A.
The Federal Role in Postsecondary Education.
ED 228 937

Hodson, Christine A.
Battered Women: The Relationship of Stress, Support and Coping to Adjustment.
ED 228 577

Hoenninger, Ron
A.B.E. Teacher's Manual.
ED 229 060

Hoffman, Lois Wladis
The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children.
ED 229 103

Hoffman, Stevie
A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607

Holliday, Frances B.
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473

Hollifield, John H.
Student Team Learning Dissemination and Patterns of Use in Schools.
ED 229 371

Holmes, Manford L.
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478

TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468

Holtzman, Wayne H.
American Families and Social Policies for Services to Children.
ED 229 157

Holzhauer, Eileen, Ed.
Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752

Hopkinson, A., Ed.
Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition.
ED 229 016

Horber, Dorothy T.
The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking.
ED 229 435

Hord, Shirley M., Ed.
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks.
ED 229 370

Houtkooper, Linda
Nutrition Super Stars 5th and 6th Grades .
ED 229 376

Nutrition Super Stars 7th and 8th Grades .
ED 229 375

Sports Nutrition.
ED 229 374

Houwing, J. F., Ed.
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
ED 228 924

Howarth, Les
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children.
ED 229 167

Huesmann, L. Rowell
Stability of Aggressive Behavior.
ED 229 131

Hughes, Gail
Practical Procedures for Internationalizing an Academic Unit.
ED 228 919

Humes, Ann
Computer-Based Instruction on Skills for Addressing Envelopes.
ED 228 982

Hummel, Eckart
Computer Communications and New Services. CCITT Achievements.
ED 228 999

Hummel, Thomas J.
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering.
ED 228 439

Hunt, H. Allan
Human Resource Implications of Robotics.
ED 228 547

Hunt, Timothy L.
Human Resource Implications of Robotics.
ED 228 547

Hunter, Charles M.
A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252

Hyde, Arthur A.
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481

Iglitzin, Lynne B.
Social Studies in the Eighties: Old Problems, Current Trends, New Responses.
ED 229 326

Infante, Dominic A.
The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation.
ED 228 667

Ireland, Jackie
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District.
ED 229 071

Iverson, Maynard J.
Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394

Iwamura, Susan Grohs
Language and Cultural Skills for Travel Industry Managers.
ED 228 886

Jackson, Edwin L., Ed.
Improving Citizenship Education: Elementary Handbook.
ED 229 321

Improving Citizenship Education: Secondary Handbook.
ED 229 322

Jacobson, Vivienne
Sources of Information in Learning Disabilities and Special Education Literature.
ED 228 765

Jalongo, Mary Renck
The Preschool Child's Comprehension of Television Commercial Disclaimers.
ED 229 122

James, Arthur
Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom.
ED 228 909

Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University.
ED 228 910

Janesick, Valerie J.
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363

Jankovic, Vojislav
European Expert Meeting on the Forms of Autodidactic Learning (Paris, France, October 16-19, 1979). Final Report and Recommendations.
ED 228 875

Jascourt, Hugh D.
Bargaining.
ED 228 729

Jellison, Holly M., Ed.
Small Business Training Models for Community Growth.
ED 229 062

Small Business Training: A Guide for Program Building.
ED 229 072

Jenkins, Robert E.
Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708

Jennings, Bruce D.
An Annotated Bibliography of Teaching Bioethics in the Public Secondary School.
ED 229 232

Jennings, Kay D.
Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162

Johnson, Carol
Enriched Upper Elementary Language Arts Unit: Vocabulary, Grades 5-6. Bulletin No. 346-A.
ED 228 813

Johnson, Dora E.
A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
ED 228 834

Johnson, Karen L.
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266

Johnson, Margaret M.
Property.
ED 228 733

Johnston, Jean
Being There.
ED 228 894

Jolley, Janina M.
The Nature of Self-Structure and Adaptability between Early and Late Adulthood.
ED 228 578

Jones, Craig
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.
ED 229 230

Jones, L. R.
Phases of Recognition and Management of Financial Crisis in Public Organizations.
ED 228 688

Jones, Leroy
The Child Development Associate Program: A Guide to CDA Program Administration.
ED 229 101

The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
ED 229 102

Jones, Marguerite G.
The Reading Attitudes and Interests of Fifth Graders.
ED 228 626

Jones, Noel K.
Development of Morphophonemic Segments in Children's Mental Representations of Words.
ED 228 870

Jones, Peter L.
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270

Jones, Reginald L., Ed.
Reflections on Growing Up Disabled.
ED 228 794

Jones, Thomas N.
Governance.
ED 228 727

Jordan, Cathie
Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies.
ED 228 900

Jorenby, Barbara
Project 88: A New Technical Nursing Curriculum. Final Report.
ED 228 383

Jung, Richard K.
The Impacts of Block Grants on the Governance of Federally Supported Bilingual Education Programs: Lessons Learned from Previous Block Grant Legislation.
ED 229 208

Justice, Elaine M.
Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.
ED 229 145

Kalectaca, Milo
American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

Kamal, Abdulaziz
Education in Qatar.
ED 229 395

Kaplan, Barbara H.
Effectiveness of a Neighborhood Based Informal Support System.
ED 228 583

Kaplan, Melissa G.
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115

Kaplan, Michael H.
An Investigation of Selected Community School Terminations. Research Report 82-108.
ED 228 455

Kapusta, Joyce
A Bibliometric Study of the Relationship of Number of Journals Scanned and Number of Relevant Headings Used in the Index to Number of Citations Retrieved in Searches of Political Science Secondary Services.
ED 229 045

Karunakaran, Chitra
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
ED 229 485

Keats, C.
Planning an Outdoor Learning Environment for a Small School.
ED 229 183

Keeler, John D.
Portrayal of Religion in Prime-Time Television Drama.
ED 228 664

Kellert, Stephen R.
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241

Kelly, Brian
Improving the Student Teaching Experience: A Cooperative Effort.
ED 229 349

Kelly, Noeline
Improving the Student Teaching Experience: A Cooperative Effort.
ED 229 349

Kelly, Walter, Ed.
Library Research Manual: History.
ED 229 011

Kendall, Elizabeth L.
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers.
ED 228 443

Keranto, Tapio
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8.
ED 229 253

Keyes, Jose Luis
Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
ED 229 494

Kidd, Ross, Ed.
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980).
ED 228 446

King-Fitch, Catherine C.
Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 228 427

King, A. L.
An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.
ED 228 739
Ways to Improve Schools and Education. Final Interim Report.
ED 228 738

King, Alison
Aesthetic Response: An Overview of Selected Theories and the Postulation of a Model.
ED 228 567

King, Jean A.
Evaluator Types: Do Differences Matter?
ED 229 429

Kinzer, Charles K.
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628

Kirk, Edward L.
Workshops for Teachers.
ED 229 344

Kirk, Pamela
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372

Kirsch, Judith, Comp.
Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440

Kleinfeld, Judith
Getting Prepared: Nonformal Education in Boy Scouts.
ED 229 327

Kley, Raymond C.
Public Law 94-142: How to Keep the Ball In Your Court and Out of the Law Court.
FD 228 736

Knapp, Barbara H.
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report.
ED 229 236

Kneer, Marian E.
A Look at the Curriculum and Instruction Gap in the Secondary School.
ED 229 383

Knox, Douglas R., Comp.
Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
ED 229 430

Kokorsky, Eileen A.
Asterisk Grade Study Report.
ED 229 096

Kooney, Sharon T.
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136

Kose, Gary
Children's Conceptions of Spatial Relationships in Drawings and Photographs.
ED 229 400

Krajkovich, Joseph G.
A Survey of Accidents in the Secondary School Science Laboratory.
ED 229 280

Kraus, William H.
The Use of Microcomputers for Mathematics Instruction in Grades 1-4.
ED 229 240

Krause, Marina C.
Multicultural Mathematics Materials.
ED 229 250

Kreienkamp, Ronald A.
Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time.
ED 228 437

Krishnakumar, Parameswar
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997

Kristjanson, A. M., Ed.
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
ED 228 924

Krulwich, Maxine T.
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435

Kurpius, DeWayne J.
Adaptability of Organizational Innovations as a Function of Eco-System Management.
ED 228 563

Kurth, Lila M.
A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children.
ED 229 165

Kurth, Ruth Justine
A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children.
ED 229 165
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646

Lance, Charles E.
Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria.
ED 229 443

Lancy, David
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269

Lapham, Robert J., Ed.
Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
ED 229 309

Larrieu, Julie A.
Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133

Larter, Sylvia
Post Secondary Plans of Grade Eight Students and Related Variables. #165.
ED 228 591

Latham, Glenn
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02.
ED 228 763

Lauderdale, Michael L.
Family Foster Care Reimbursement: Results of a National Survey.
ED 229 110
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116

Laufer, Batia
Does the EFL Reader Need Reading Strategies More Than Language? Some Experimental Evidence.
FD 228 848

Lawton, Stephen B.
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018

Lay-Dopyera, Margaret
Concept Mapping for Individual Assessment.
ED 229 399

Lazarus, Peggy G.
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study.
ED 229 168

Lazos, Hector, Comp.
Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres. cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).
ED 228 868

Leamon, Josh L.
Effects of Two Treatments on Anxiety, Self-Concept and Locus of Control.
ED 228 564

Lean, Glen A.
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271

Lee, Barbara A.
Undergraduate Postsecondary Education.
ED 228 940

Lee, Helen C.
A Humanities Context for the Language Arts.
ED 228 644

Lee, John
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981.
ED 228 941

Lee, John B.
Study of Guaranteed Student Loan Default Rates.
ED 228 952

Lee, Sang M.
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907

Lemon, Donald K.
The Elementary School Principalship in North Dakota, No. 18.
ED 228 746

Leo-Rhynie, Elsa
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
ED 229 105

Levin
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261

Levin, Benjamin
Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
ED 228 718
The Peel Secondary Followup Study: First Biennial Report.
ED 228 720

Levin, James
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.
ED 229 230

Levine, Marsha
Corporate Education and Training.
ED 228 931

Lewis, Morgan V.
Examining Secondary Vocational Programs with High and Low Training-Related Placement.
ED 228 409
Increasing Community Involvement in Cooperative Vocational Education.
ED 228 433

LeBold, William K.
The New Engineer: Black and White, Male and Female.
ED 229 251

Libby, Patricia A.
In Search of a Community College President.
ED 229 067

Lifton, Peter D.
An Observer Measure of Autonomy: Development and Validation.
ED 228 559
Personality Correlates of Moral Reasoning: A Preliminary Report.
ED 228 558

Light, Richard
Perspectives on TESOL.
ED 228 874

Lilly, M. Stephen
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773

Lindfors, Judith
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning.
ED 228 893

Lindh, Peter D., Comp.
Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

Lineberger, Julie Diane
Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264

List, Karen
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard."
ED 228 687

Littlefield, John H.
Adjusting Observational Ratings to Improve Inter-Rater Consistency.
ED 229 420

Livingston, Samuel A.
Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers.
ED 229 428

Llabre, Maria M.
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.
ED 229 431

Lloyd, Sally A.
Support Networks of Dual Career Couples.
ED 228 590

Lombardo, Bennett J.
The Coach in Action: A Descriptive Analysis.
ED 229 354

Long, Huey B.
Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3.
ED 228 463

Lufler, Henry S., Jr.
Pupils.
ED 228 730

Lumsden, Alec
Attributions of Responsibility for the Outcomes of Competitive Events.
ED 228 597

Lundin, Janet, Ed.
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades.
ED 229 155
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten.
ED 229 154

Lundsteen, Sara W.
The Evaluative Role of Participant Observation.
ED 229 306

Lynch, Edward J.
Robotics Technician Training at Macomb Community College.
ED 228 385

Mabry, Margaret Morgan, Comp.
Un Poquito de Espanol (A Little Bit of Spanish). A Guide Book for ADDitions Volunteers Teaching Spanish in Elementary Schools.
ED 228 832

MacDougall, Allan
Reading Study: Findings, Recommendations, and Implications.
ED 229 070

MacKenzie, John R.
Education and Training in Labor Unions.
ED 228 951

Madhere, Serge
Social Marginality, Academic Achievement and Vocational Development.
ED 229 500

Maehr, Martin L.
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226

Mahler, Sophia
Changes in the Rhythm of Lessons Following a Teacher-Training Workshop in Medical School.
ED 229 365
Short and Long Term Effects of Teacher-Training Workshop in Medical School.
ED 229 362

Mahoney, James R.
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel.
ED 229 061

Maitre, Merry
Assessing and Evaluating the Career Development of Special Education Students.
ED 228 761

Major, Judith Strand
Arts and the Curriculum for the 80s.
ED 229 329

Manandhar, P. K.
Communications in Developing Countries.
ED 228 986

Mandel, Carol A., Comp.
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries.
ED 229 049

Mann, Lori D.
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214

Mansfield, Barbara
Audience Reaction to Educational Accounts.
ED 229 421

Manzo, Anthony V.
Accessing Computers in Education, One Byte at a Time.
ED 228 985

Maples, Catherine C.
A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.
ED 229 069

Marcos, Luis R.
The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
ED 229 463

Marcus, Richard S.
Investigations of Computer-Aided Document Search Strategies.
ED 229 009

Marion, L. Marvin
A Differentiated Program in Reading for Gifted/Talented.
ED 228 606

Marklund, Sixten
Applicability of "Standards for Evaluations of Educational Programs, Projects and Materials" in an International Setting.
ED 229 390

Marshall, Fred
A Lexical Approach to Passive in ESL.
ED 228 902

Martin, Ann
An Annotated Bibliography of Literature Dealing with the Need for Death Education.
ED 229 360

Martin, Betty B.
Positive Approaches to Classroom Discipline.
ED 228 707

Martinez, Alyce C.
Changes in the Social Climate of a College Campus over a Decade.
ED 228 585

Martinez, Silvia
Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate.
ED 228 788

Marx, Gary
Building Support through Successful Coalitions.
ED 228 742

Mason, Emanuel J.
Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report.
ED 229 003
Models for Estimating Costs of Computerized Instruction.
ED 229 006

Maspons, Maria M.
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.
ED 229 431

Mathews, Gwendolyn J.
Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802

Matthews, Martha, Ed.
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
ED 228 573

Maurer, Marvin
The Feeling Words Curriculum: The Missing Link.
ED 228 643

Maxwell, Monica A.
The Foreign Teaching Assistant and the Culture of the American University Class.
ED 228 897

May, Richard D.
Improving Test Scores of Adults.
ED 228 467

McAdoo, Harriette
Women and Children: Alone and in Poverty.
ED 229 453

McAllister, Joseph
Childhood in America: A Contemporary Portrait.
ED 229 144

McArthur, Kent R.
Occupational Apathy: A Social or Individual Responsibility?
ED 229 074

McBride, Susan L., Ed.
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
ED 228 798

McCaig, Roger A.
How to (and How Not to) Conduct an Assessment of Student Writing.
ED 229 396

McCarney, Bernard J.
Selection of a Research Topic in Economic Education.
ED 229 307

McCarthy, Wiley
The Overeducated American in the 1980s.
ED 228 933

McCloskey, Mary Lou
The Pictorial-Rating-Scale Sociometric: A Comparison of Two Forms of Administration.
ED 229 434

McConkie, G. W.
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615

McCormick, Robert W.
Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report.
ED 228 416

McCune, Shirley, Ed.
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
ED 228 573

McDaniel, Ernest D.
Cognitive Preference and Student Performance.
ED 228 594

McDaniel, Ruth Rogers
A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability.
ED 228 605

McDonough, Kristin
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10.
ED 229 028
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2.
ED 229 020
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1.
ED 229 019
Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9.
ED 229 027

McGee, Elizabeth A.
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
ED 229 458

McGrady, Katherine K.
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
ED 228 785

McIntyre, Thomas C.
Socially Withdrawn Children: A Review.
ED 228 831

McKibben, Mary Lou
Listening Instruction: How It Improves College Reading.
ED 228 625

McLeod, Alan M., Ed.
Books Still Worth Reading.
ED 228 656

McMahan, Eva M.
Predictive Models of Cognitive Complexity and Language Use.
ED 228 661

McRoy, James J.
Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies.
ED 229 283

Meara, Hannah
Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools.
ED 229 469
The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools.
ED 229 477

Mechler, Geraldine
A Study of How Basal Readers Reflect Family Living Styles.
ED 228 630

Mehan, Hugh
Educational Decision Making in Students' Careers. Final Report.
ED 228 786

Meier, Scott T.
Burnout: A Term in Search of a Theory.
ED 228 596

Menaghan, Elizabeth
Coping with Parental Problems: Issues in Judging Effectiveness.
ED 228 588

Merklein, Robert, Ed.
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades.
ED 229 156

Mertens, Donna M.
Labor Market Experiences of Handicapped Youth.
ED 228 445
Vocational Education and the High School Dropout.
ED 228 397

Metha, Arlene
Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380

Michopoulos, Aristotle
The Philosophical Foundations of Lifelong Learning.
ED 228 426

Miles, M.
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803

Miles, Matthew B.
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486

Miller-Souviney, Barbara
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272

Miller, Bonnie L.
A Kindergartner Learns to Read for Meaning.
ED 228 620

Miller, Frances A.
Good Reading from and about Australia for 10-15 Year Olds.
ED 229 298

Miller, John
Towards a Personal Guidance Base. A Project Report.
ED 228 447

Miller, Scott E.
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5.
ED 228 957

Miranda, Kathleen Bindert
Restored Behavior and Oral Traditions.
ED 228 684

Mirengoff, William
CETA: Assessment of Public Service Employment Programs.
ED 228 423

Mitchell, Roger E.
Battered Women: The Relationship of Stress, Support and Coping to Adjustment.
ED 228 577

Mohamed, Dominic A.
Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982.
ED 228 381

Molina, Huberto
The Implications of Placement Decisions of Spanish Speaking Children.
ED 229 211

Monk, Janice J., Ed.
Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325

Montemayor, Raymond
Arguments with Parents and Parent-Peer Involvement during Adolescence.
ED 228 571

Montesano, Patrick J.
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools.
ED 229 482

Moomaw, Michael E.
Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria.
ED 229 443

Moore, Colleen A.
Major Definitions of the Concept of Culture: A Review of the Literature.
ED 229 292

Moore, JoAnne E.
What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.
ED 229 415

Morris, Barbra S.
Writing at the Center of the Curriculum: The Michigan Program.
ED 228 659

Morris, Edward K.
An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142

Morris, J. Richard
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report.
ED 229 239

Moskowitz, D. S.
Youths at High Risk for Unemployment: Evaluation of an Intervention Program.
ED 228 582

Moskowitz, Diane
Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers?
ED 228 627

Moyer, John C.
Story Problem Formats: Some Interview Results.
ED 229 419

Mugiri, Ephantus M.
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837

Mullis, Ann K.
Satisfactions of Parenting.
ED 228 560

Mullis, Ronald L.
Satisfactions of Parenting.
ED 228 560

Murphy, Joseph A.
Words: What Goes with What?
ED 228 872

Murphy, Martin D.
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136

Murphy, Sandra
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658

Myers, Miles
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648

Nannis, Ellen D.
Children's Understanding of Feelings: A Developmental Study.
ED 229 138

Nasman, Leonard O.
Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223.
ED 228 412

Nelson, Barbara J.
The Master Teacher Program at Colorado State University--Collaboration for Growth.
ED 229 382

Nelson, Charles A.
The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130

Nelson, Doyal
How to Choose and Create Good Problems for Primary Children.
ED 229 216

Nespoli, Lawrence A.
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058

Neu, Joyce
Negotiations.
ED 228 885

Neubacher, Eric
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8.
ED 229 026

Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4.
ED 229 022

Nevill, Dorothy D.
Role Salience on Three Continents (Australia, Europe and North America).
ED 228 425

Nicholl, James R.
How Microcomputers May Redefine English Teaching.
ED 228 640

Nickson, Marie S.
Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum.
ED 228 846

Nieman, Ronald H.
A Comparison of the Outcomes of Three Early Childhood Programs Based upon Developmental Sequencing.
ED 229 170

Niro, Lynne D.
Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Nordman, Reg
An Effective Microcomputer Inservice: Designing and Using Awareness Workshops.
ED 229 352

Norwood, Frank W.
Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary .
ED 229 202

Nowak, Norman
Memory Magic.
ED 228 574

Nydegger, Corinne N.
Strategies of Life Course Analysis.
ED 229 291

O'Keefe, Garrett J.
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996

O'Loughlin, Michael
Effects of Training in Planfulness on the Performance of Eighth Graders.
ED 228 548

Oberman-Soroka, Cerise
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
ED 229 013

Ochoa, Anna S.
Globalizing the Professional Component of Teacher Education: Considerations for Reform.
ED 229 345

Olejnik, Stephen F.
An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441

Oliver, Donald W.
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284

The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education.
ED 229 285

Olson, John, Ed.
Innovation in the Science Curriculum: Classroom Knowledge and Curriculum Change.
ED 228 904

Oltman, Philip K.
Cognitive Assessment and the Media.
ED 229 445

Ortiz, Flora Ida
Is Unobtrusive Ethical?
ED 229 427

Oryshkewych, Ostap E.
Education. Vol. I.: The Philosophy of Education. Third Edition - Enlarged.
ED 229 215

Osborne R. J.
Working in Classrooms: Learning in Science Project.
ED 229 442

Ostertag, Bruce A.
An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities.
ED 229 054

Ostrow, Rona
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #6.
ED 229 024

Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12.
ED 229 053

Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11.
ED 229 052

Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
ED 229 025

Owen, Scottie
Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom.
ED 228 721

Owings, Thomas G.
A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.
ED 229 069

Paese, Paul C.
The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
ED 229 368

Page, Jane
Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364

Page, Lenore
Basic Skills Program Standards.
ED 228 651

Individual Student Profile.
ED 228 652

Palumbo, Thomas J.
Selected Characteristics of Persons in Environmental Science: 1978.
ED 229 231

Paoli, Lillian
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 484

Pargman, David
Effects of Achievement Tendencies and Competitive Outcomes on Performance.
ED 229 367

Parrish, Ronald
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .
ED 228 784

Paul, Daniel M., Comp.
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner.
ED 228 457

Paula
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263

Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261

Paulston, Christina Bratt
Applied Linguistics: The Use of Linguistics in ESL.
ED 228 840

Problems in the Comparative Analysis of Bilingual Education.
ED 228 841

Swedish Research and Debate About Bilingualism. A Critical Review of the Swedish Research and Debate about Bilingualism and Bilingual Education in Sweden from an International Perspective.
ED 228 843

Payne, William H., Ed.
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education.
ED 228 711

Pearce, Diana
Women and Children: Alone and in Poverty.
ED 229 453

Pearl, David, Ed
Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
ED 228 979

Pearson, Judy C.
Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences.
ED 228 683

Pearson, W., Jr.
Predictors of Scientific Majors for Black and White College Students.
ED 228 967

Pedersen, Paul
Integration of Formal, Nonformal and Informal Support Systems.
ED 228 549

Pegolo, Catherine
Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools.
ED 228 842

Pelz, Ruth, Ed.
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796

Evaluation Case Studies. WESTAR Series Paper #16.
ED 228 795

Perez, Juan R.
Perez Self-Concept Inventory. Test Manual.
ED 228 877

Perrotta, Joyce M.
Role Salience on Three Continents (Australia, Europe and North America).
ED 228 425

Perry-Sheldon, Barbara
Educating the American Public: A Survey of Child Care Articles in Popular Women's Magazines, 1959 to 1981.
ED 229 149

Peterson, Ken
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
ED 229 219

Peterson, Kristina
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project.
ED 228 432

Peterson, Richard A.
Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches.
ED 229 286

Pfundt, Helga
Pre-Instructional Conceptions about Transformations of Substances.
ED 229 235

The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances.
ED 229 281

Phelps, L. Allen
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
ED 228 408

Phillips, Carl R.
Project PACCE CBAE Materials User's Guide.
ED 228 477

Phillips, Jan
Campground Cookery. Outdoor Living Skills Series. Instructor Manual.
ED 229 180

Phillis, Diane E.
Taking the Initiative: A Green Light for Contraceptive Responsibility?
ED 228 600

Piele, Philip K.
Property.
ED 228 733

Piele, Philip K., Ed.
The Yearbook of School Law, 1982.
ED 228 726

Pierce, Greg
Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education.
ED 228 475

Piland, William E.
Illinois Alternative Schools and the Employment and Training Community.
ED 228 400

Pinne, Susan M.
Teaching Reading in the Mathematics Class.
ED 228 618

Pinsel, Jerry K.
Postponing the Encyclopedia: Children as Researchers.
ED 228 650

Pinsel, Marc I.
Postponing the Encyclopedia: Children as Researchers.
ED 228 650

Pitts, Marcella R.
The Educator's Unauthorized Microcomputer Survival Manual.
ED 229 001

Plant, Mark
Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295

Pollard, Bobbie J.
Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3.
ED 229 021

Polson, Martha C.
Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546

Porter, Robin
In Pursuit of the Elusive Elixir: Predictors of First Grade Reading.
ED 229 109

Postlethwaite, Keith
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358

The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359

Potter, Margaret L.
Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
ED 228 820

Power, D. J., Ed.
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786

Powers, Stephen
Evidence of the Impact of Bilingual Education: A Meta-analysis.
ED 229 210

Pritz, Sandra G.
Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483

Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502

Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521

Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488

Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10.
ED 228 507

Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10.
ED 228 526

Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9.
ED 228 487

Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
ED 228 506

Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9.
ED 228 525

Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
ED 228 480

Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499

Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
ED 228 518

Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481

Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500

Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
ED 228 519

Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486

Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
ED 228 505

Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8.
ED 228 524

Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493

Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512

Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
ED 228 531

Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485

Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504

Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523

Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489

Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508

Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527

Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532

Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495

Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
ED 228 514

Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
ED 228 533

Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
ED 228 490

Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12.
ED 228 509

Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528

Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492

Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511

Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482

Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501

Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
ED 228 520

Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484

Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503

Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522

Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491

Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510

Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529

Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
ED 228 496

Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.
ED 228 515

Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534

PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C.
ED 228 516

PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535

PACE Instructor Guide. Level 1. Research & Development Series No. 240A.
ED 228 478

PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497

Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479

Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
ED 228 498

Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Pulu, Tupou L.
Net Making = Kuvrinialiq.
ED 229 178

Summer Fish Camp.
ED 229 179

Quilling, Joan
Positive Approaches to Classroom Discipline.
ED 228 707

Quinto, Alicia L.
Assessing Metacognitive Skills in Problem Solving.
ED 229 403

Radcliffe, Susan K.
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058

Rader, Martha
Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380

Ramirez, Kevin M.
Retention: Locking the Revolving Door.
ED 229 075

Ramsey, Jonny, H., Ed.
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791

Ramsey, June K.
Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084

Rancer, Andrew S.
The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation.
ED 228 667

Rans, Christine Zang
Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797

Raymond, Jennie E.
Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312

Reed, Donald B.
The Turbulent Field of Public School Administration.
ED 228 691

Reed, W. Michael
The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.
ED 228 657

Reif, F.
Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275

How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274

Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276

Reifel, Stuart
Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139

Reiser, Diane
Monitoring Promotional Policies: A Parent Documentation.
ED 229 452

Remick, Dennis
Summer Fish Camp.
ED 229 179

Rengert, Arlene C., Ed.
Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325

Renzulli, Joseph S.
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444

Reutter, E. Edmund, Jr.
The Supreme Court's Impact on Public Education.
ED 228 717

Reynolds, James R.
Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
ED 229 294

Reynolds, William Bradford
Legitimizing Race as a Decision Making Criterion: Where Are We Going?
ED 229 498

Richards, Craig
Race and Educational Employment.
ED 228 698

Richards, D. Dean
Children's Concept Learning: The Child's Concept of Life.
ED 229 126

Richardson, John G.
Settlement Patterns and the Governing Structures of 19th Century School Systems.
ED 228 706

Richardson, Virginia
The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations.
ED 228 589

Riden, Ralph
Hudson's Bay High School: A Model for Effective Schools.
ED 228 735

Ritter, Kurt W., Ed.
The 1980 Presidential Debates. Special Issue.
ED 228 682

Rivera, Charlene
Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary.
ED 228 854

ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856

Rivera, Charlene, Comp.
ALPBP Project Language Proficiency Assessment (LPA) Symposium Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
ED 228 858

ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report.
ED 228 857

Rivera, William M.
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4.
ED 228 464

Rizzo, Joseph F.
Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan.
ED 229 046

Roberts, Charles
Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences.
ED 228 683

Robinson, Judith A.
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering.
ED 228 439

Rodriguez, Rodolfo, Comp.
Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869

Roer-Bornstein, Dorit
Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology.
ED 229 134

Roeters, Annette
Politeness Strategies in the Interaction of Women and Men.
ED 229 324

Rogers, Donald P.
The Content of Organizational Communication: Movement towards Agreement.
ED 228 666

Rogers, Robert H.
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065

Rogler, Lloyd H.
Research Issues concerning the Puerto Rican Child and Family.
ED 229 459

Rogoff, Barbara
Interaction with Babies as Guidance in Development.
ED 229 124

Roizen, Merle A.
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language.
ED 228 838

Rose, Homer C., Jr.
Planning Faculty Reduction.
ED 228 925

Rosen, David Paul
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971
The Effects of Phasing Out Social Security Student Benefits.
ED 228 970

Rosen, Pamela Clark
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
ED 229 454

Rosenwasser, Shirley Miller
Children's Perceptions of the Elderly.
ED 229 171

Ross, Samuel B., Jr.
The Therapeutic Use of Animals with the Handicapped.
ED 228 768

Rossman, Mark H.
Evidence of the Impact of Bilingual Education: A Meta-analysis.
ED 229 210

Rossmiller, Richard A.
Finance.
ED 228 732

Rothstein, Pauline M.
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #6.
ED 229 024
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5.
ED 229 023
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12.
ED 229 053
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10.
ED 229 028
Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3.
ED 229 021
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8.
ED 229 026
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2.
ED 229 020
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11.
ED 229 052
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
ED 229 025
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1.
ED 229 019
Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4.
ED 229 022
Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9.
ED 229 027

Rowe, Robert D.
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267

Rowles, Graham D.
Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206

Rubin, Roberta I.
Long-Term Effects of Parent Education Follow Through Program Participation.
ED 229 113

Rumberger, Russell W.
The Structure of Work and the Underutilization of College-Educated Workers.
ED 228 699

Rush, W. Sherman
A Multi-Textbook, Multi-Classification, and Differential Stûdent Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
ED 229 341

Russell, Thomas L.
Add a Little Frill: Science in the Elementary School.
ED 229 277

Saad, Geti, Comp.
Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
ED 229 323

Saarni, Carolyn
Suggestion and Expectancy in Emotional Socialization.
ED 229 151

Sabatelli, Ronald M.
Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints.
ED 228 570

Sacks, Arthur B., And Others
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282

Sadow, Stephen A.
The Foreign Teaching Assistant and the Culture of the American University Class.
ED 228 897

Saif, Philip S.
Education in Qatar.
ED 229 395

Sales, Dennis
American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

Salley, Columbus
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473

Sanders, Jean E., Ed.
Computer Technology in Massachusetts Schools.
ED 229 227

Sanderson, Allen R.
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958

Sansone, Carol
Competence Information and Intrinsic Motivation: A Process Approach.
ED 228 592

Saterfiel, Thomas H.
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608

Savitz, Fred R.
The Pedagogy of Concept Learning in the Elementary Grades: An Interdisciplinary Approach.
ED 229 303

Saxe, Geoffrey B.
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268

Schave, Barbara
Social Development in Six-Year-Old Identical and Fraternal Twins.
ED 229 166

Scheerens, J.
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation.
ED 229 402

Schempp, Paul G.
Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.
ED 229 385

Schilmoeller, Gary L.
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587

Schimmelpfennig, H. R.
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
ED 229 057

Schloff, Rose-Laurie
Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate.
ED 228 788

Schmidt, Bernard
How to Teach Chess in the Public Schools: A Course Outline.
ED 229 302

Schmidt, William H.
Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
ED 228 611

Schmitt, Neal
Innovation Adoption Decisions in Organizations: An Empirical Investigation.
ED 228 696

Schneider, Barbara L.
Further Evidence of School Effects.
ED 228 737

Schoeneberger, Mary M.
Add a Little Frill: Science in the Elementary School.
ED 229 277

Schoenfeld, Alan H.
Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1.
ED 229 248

Schoeny, Donna Hager, Ed.
Community, Educational, and Social Impact Perspectives.
ED 228 456

Schofer, Richard C.
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
ED 228 805

Schultz, Robert
Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459

Schwab, Patricia N.
Semantic Webbing in Science.
ED 228 622

Schwartz, Richard H.
Mathematics and Global Survival.
ED 229 233

Scott, Norlayne L., Comp.
In the Mainstream: A Bibliography on the Disabled in Manitoba.
ED 228 770

Sedlacek, William E.
Changes in the Social Climate of a College Campus over a Decade.
ED 228 585

Seidman, Susan
Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173

Seitz, Patricia
Labor Market Experiences of Handicapped Youth.
ED 228 445

Selhorst, Susan C.
A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
ED 229 389

Semke, Harriet D.
Correcting Students' Free Writing--Help or Hindrance?
ED 228 850

Sergiovanni, Thomas J.
Symbolism in Leadership (What Great Leaders Know That Ordinary Ones Do Not).
ED 228 694
Theory and Practice in Education Policy and Administration: An Hermeneutics Perspective. Abridged Version.
ED 228 693

Sheltz, Mark B.
Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'.
ED 229 249

Shantz, David W.
Correlates of Fighting in First and Second Grade Children: A Naturalistic Study.
ED 229 127

Shapiro, Edna K.
Children's Strategies in Interpersonal and Task Situations.
ED 229 159

Shapiro, Karen
Programming in the Arts: An Impact Evaluation.
ED 229 287

Shapiro, Mitchell E.
Agenda Setting in the 1982 Illinois Gubernatorial Campaign.
ED 228 673

Shapson, Stan M.
Evaluation Studies of Bilingual Programs in Canada.
ED 228 889

Shaver, James P.
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284
The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education.
ED 229 285

Shay, Robert P.
Toward Improvement of Credit Policies on Guaranteed Student Loans.
ED 228 953

Sheldon, Lee
A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges.
ED 228 568

Shelesnyak, M. C., Ed.
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation.
ED 229 242

Sherer, Michael D.
The Birth of a Baby: Obscenity or Censorship.
ED 228 672

Sherlock, Steven
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
ED 229 479

Shiffler, Nancy L.
Evaluating Individualized Programs.
ED 229 408

Shinkwin, Anne
Getting Prepared: Nonformal Education in Boy Scouts.
ED 229 327

Short, Edmund C.
Competence: Analysis, Critique, Reassessment. A Report of a Conference Held May 18-20, 1980, under the Auspices of the College of Education, the Pennsylvania State University.
ED 229 337

Shugoll, Mark
The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment.
ED 229 501

Shuster, Susan K., Ed.
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
ED 228 798

Siebert, Leo N.
Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education.
ED 228 475

Siegel, Elliot R.
Online Catalog Study: Final Report.
ED 229 051

Siegfried, John J.
Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312

Silver, Howard J.
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation.
ED 228 956

Sim, D. D.
Does the EFL Reader Need Reading Strategies More Than Language? Some Experimental Evidence.
ED 228 848

Siman, Bliss B.
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5.
ED 229 023

Simon, Elaine
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480

Singer, Elizabeth
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465

Sjostrom, Barbara R.
Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
ED 229 493

Skiba, Russell
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
ED 228 821

Slamecka, Vladimir
Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979).
ED 229 007

Slark, Julie
Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

Slife, Brent D.
An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness.
ED 228 601

Smith, Carl R.
Autism: Programmatic Considerations. Iowa Monograph.
ED 228 769

Smith, David M.
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 475

Smith, Linda H.
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444

Smith, Louis M.
Federal Policy in Action: A Case Study of an Urban Education Project.
ED 229 488

Smith, Patricia K.
Tutoring: A National Perspective.
ED 228 722

Smith, Robert L.
The Vocational Counselor and Guidance Team.
ED 228 393

Smith, Shirley C.
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits.
ED 228 991

Smith, Theodore, Ed.
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades.
ED 229 155
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades.
ED 229 156
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten.
ED 229 154

Smith, Timothy A.
Individualized Study by Technology (IST) for Alaska, A Model for the Future?
ED 229 005

Smock, Sue Marx
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115

Snyder, Henry D., Ed.
Topics for Mathematics Clubs. Second Edition.
ED 229 217

Sonnenschein, Susan
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132

Sousa, David A., Comp.
Professional Improvement Plans in Science.
ED 229 279

Souviney, Randall
Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273

Souviney, Randall J.
Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
ED 229 260
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
ED 229 258
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259

Spann, Margaret
English I. Revised .
ED 228 476

Spearly, James L.
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual.
ED 229 120

Speer, James Ramsey
Conversational Strategies in Comprehension Monitoring.
ED 229 128

Spinks, C. W.
Prophecy, Pulp, or Punt: Science Fiction, Scenarios, and Values.
ED 229 314

Stacks, Don W.
Predictive Models of Cognitive Complexity and Language Use.
ED 228 661

Stahl-Gemake, Josephine
The Right Brain: An Active Partner in Written Literacy.
ED 228 610

Staley, Constance M.
Managerial Women in Mixed Groups: Implications of Recent Research.
ED 228 665

Standiford, Sally N.
Computers in the English Classroom: A Primer for Teachers.
ED 228 654

Stapp, William B.
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214

Stecher, Brian
The Relationship Between Evaluative Data and School Decision-Making.
ED 229 437

Steinberg, Lois S.
Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461

Steinberg, Lois, S.
Community Environments and Parent Participation with Appendices .
ED 229 460

Steinkamp, Marjorie
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226

Stephens, William N.
Explanations for Failures of Youth Organizations.
ED 228 440

Stevens, Ronald A.
Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
ED 229 294

Stevenson, Bill W.
Improving State Evaluation of Programs and Services for Special Populations in Vocational Education.
ED 228 413

Stevenson, Michael R.
Sex-Role Development and Father-Absence: Comparing Meta-Analyses.
ED 229 125

Stevick, Earl W.
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions.
ED 228 892

Stewart, Lea P.
Sexual Harassment as Discrimination: Guidelines for Effective Responses.
ED 228 677

Stewig, John Warren
Informal Drama in the Elementary Language Arts Program.
ED 228 653

Stilwell, William E., III
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater).
ED 228 961

Stockton, Dorothy
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
ED 228 612

Stoehr, Keith W.
Walworth County Employer Needs Assessment Study.
ED 229 097

Stoeri, David
Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C.
ED 228 815
Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B.
ED 228 814

Stolte, Joanne B.
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
ED 229 454

Stone, Ruth J.
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628

Stout, Nancy L.
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435

Strevens, Peter
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning.
ED 228 891

Strohl, Jean Bryson
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297

Stromberg, Linda J.
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646

Sturtz, Shirley
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791

Sullivan, LeRoy L.
Compressed Speech Technology: Implications for Learning and Instruction.
ED 228 998

Summers, Patricia M.
"Physician, Heal Thyself": Language, Like Air, Can Be Unhealthful; Counselor-Educators Should Lead Clean-Up.
ED 228 575

Sutton, Clive
Public Knowledge and Private Understandings.
ED 229 256

Suzuki, Kunio D.
Effects of Creative and Idealized Toys on Children's Play.
ED 229 137

Swartz, Carl
Office Safety (Part II).
ED 228 539
The Million Dollar Bowl. OSHA in the Office.
ED 228 538

Syropoulos, Mike
Evaluation of Project FAST (Federally Assisted Staff Training).
ED 229 397

Szalay, Lorand B.
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297

Taber, Florence M.
Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793

Tasker, C. R.
Working in Classrooms: Learning in Science Project.
ED 229 442

Tate, C. Neal
The Development of the Methodology of Judicial Behavior Research: A Historical Review and Critique of the Use and Teaching of Methods.
ED 229 289

Teich, Albert H., Ed.
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257

Tekian, Ara
A Quantitative Model for Assessing Faculty Promotion.
ED 229 438

Tellenback, Sten
Teacher Stress: Complex Model Building with LISREL. Pedagogical Reports, No. 16.
ED 229 332

Temme, Lloyd V.
Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410

Tennen, Howard
Parent, Child and Observer Gender as Determinants of Perceived Abuse.
ED 228 580

Terry, Gwenith L.
The Portfolio Process: New Roles for Meeting Challenges in Professional Development.
ED 229 342

Tesch, Stephanie A.
A Comparison of Identity and Intimacy Statuses in College Students and Alumni.
ED 228 557

Thirumalai, M. S.
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388

Thomas, M. Angele, Ed.
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773

Thomas, Ruth G.
The Managing Independent Living Program and the Development of Reasoning Processes.
ED 229 311

Thomas, Susan C.
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648

Thomas, Wanda E.
Developing a Workload Formula for High Technology Faculty.
ED 229 093

Thompson, Bruce
Evaluator Types: Do Differences Matter?
ED 229 429

Thornton, Ray, Ed.
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257

Threlkeld, Robert M.
Northern Network. Final Report. Program No. 13.680.
ED 228 976

Thurlow, Martha L.
LD Students' Active Academic Responding in Regular and Resource Classrooms.
ED 228 822

Thurston, Paul W.
Torts.
ED 228 731

Tibbetts, John W.
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428

Tidball, Charles S., Ed.
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation.
ED 229 242

Tien, H. Yuan
China: Demographic Billionaire.
ED 229 224

Tindal, Gerald
The Pine County Model for Special Education Delivery: A Data-Based System.
ED 228 830

Tindall, Lloyd W.
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395

Toner, Ignatius J.
The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129

Tooth, John, Ed.
In the Mainstream: A Bibliography on the Disabled in Manitoba.
ED 228 770

Toro, Leonor
What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209

Torres, Judith A.
Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 495
Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report.
ED 229 497

Trafton, Richard S.
Male-Female Differences in Cognitive Abilities in Various Age Groups. Technical Report 1982-3.
ED 228 415

Treiman, Rebecca
Phonemic Analysis and the Development of Spelling.
ED 229 143

Trennepohl, Harlan J.
Have Skills: Will Teach?
ED 229 335

Trent, William T.
Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
ED 229 491

Troyka, Lynn Quitman
An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3.
ED 228 636

Trumbull, Deborah
Research and Consciousness of World Views.
ED 229 436

Tseng, Sau-Lim
Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853

Turner, William Lloyd
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools.
ED 228 703

Ulin, Richard O.
Teaching and Learning about Aging. Developments in Classroom Instruction Series.
ED 228 581

Underwood, N. R.
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615

Van Den Berg, O. C.
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper.
ED 229 467

Van Gelder, Naneene, Ed.
References & Resources for Secretaries and Clerical Personnel, 1980. Manual 4200-1.
ED 229 092

Van Horn, James C.
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907

Vesterinen, Pirjo
Videotex Applications in the Technical Information Service. Research Notes 115.
ED 228 981

Vetter, Louise
Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434
Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

Vincent, Nanette L.
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098

Virts, Paul H.
Portrayal of Religion in Prime-Time Television Drama.
ED 228 664

Vockell, Edward L.
Sources of Information in Learning Disabilities and Special Education Literature.
ED 228 765

Vogel, Phyllis
The Communicative Classroom: Tasks, Materials, Methodology.
ED 228 896

Votruba, James C.
Evaluating Organizational Change Strategies for University Continuing Education.
ED 228 963

Wabnick, Richard
Discretionary Income and College Costs.
ED 228 944
The Educational Indebtedness of Graduate and Professional Students.
ED 228 972

Wachsmuth, Ipke
Children's Quantitative Notion of Rational Number.
ED 229 218

Wager, Walter
Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462

Wagner, David L.
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ED 228 679

Wagner, James
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children.
ED 229 167
The Distribution of Working Memory Capacity in Reading.
ED 229 412

Wagner, Rudolph F.
Polyglot Dyslexia.
ED 228 800

Wagschal, Harry Goldwyn
The Pedagogy of Value-Confrontation.
ED 229 056

Waldo, Michael
Relationship Skills Workshops in University Residence Halls: A Preventive Intervention.
ED 228 569

Walker, Alice D., Ed.
Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980

Walker, Jerry P.
Evaluation: Policy Issues.
ED 228 396

Wallace, Bill
Background Knowledge: Context and Familiarity in Reading Comprehension.
ED 228 901

Walsh, Catherine E.
The Construction of Meaning in a Second Language: The Polemics of Family and School.
ED 228 871

Walshak, Lynn G., Comp.
Afro-Americans: A Bibliography of U.S. Government Documents Indexed in the Monthly Catalog of U.S. Government Publications, Jan. 1970 through July 1982.
ED 229 328

Wandersman, Lois Pall
New Directions for Studying the Interaction between Parent Education and Family Characteristics.
ED 229 163

Warger, Cynthia L.
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
ED 229 355

Warmbrod, Catharine P.
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Wass, Hannelore
An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441

Watson, Anthony
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers.
ED 228 406

Waugh, Julie
Assessment and Curriculum Guide for Special Students.
ED 228 402

Webb, Audrey Renee
Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749

Webb, Norman L.
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2.
ED 228 990

Wedemeyer, Dan J., Ed.
PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).
ED 228 978

Weener, Paul D.
Assessing Metacognitive Skills in Problem Solving.
ED 229 403

Welch, Finis
Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295

Welch, Frederick G.
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report.
ED 228 390

Wells, Kathleen M.
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals.
ED 229 424

Weryackwe, Suzanne, Ed.
American Indian Language Development Institute - 1982: Curriculum Guide. Volume II.
ED 229 188

West, Judy Ferguson
Recent Federal Legislation Added Listening as a Determinant of Literacy: Educators Must Provide Listening Instruction.
ED 228 674

Westby-Gibson, Dorothy
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428

Whitbourne, Susan Krauss
A Comparison of Identity and Intimacy Statuses in College Students and Alumni.
ED 228 557

White, Donna
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150

Whitehurst, Grover J.
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132

Wielgus, Mark S.
Youths at High Risk for Unemployment: Evaluation of an Intervention Program.
ED 228 582

Wightman, James E.
Educating the Gifted, Talented and Creative.
ED 228 817

Wilburn, Kenneth T.
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation.
ED 229 451

Wilcox, Barbara, Ed.
Quality Education for the Severely Handicapped.
ED 228 812

Wilcox, Stuart A.
Evaluation of the Research Function in a Large Community College District.
ED 229 089

Wiley, Terrence G.
Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations.
ED 228 844

Wilkinson, Louise Cherry
Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Wilkinson, Patrick J.
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299

Williams, David C.
Toward an Ergonomics of Adult Basic Education Instructor and Staff Development.
ED 228 444

Williams, Joseph
A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252

Williams, Michael T.
Curriculum Decision-Making and Educational Television.
ED 229 000

Williams, Peyton, Jr.
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
ED 228 787

Williams, Wenmouth, Jr.
Agenda Setting in the 1982 Illinois Gubernatorial Campaign.
ED 228 673

Wilms, Wellford W.
Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education.
ED 228 942

Wilson, Stephen H.
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474
Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools.
ED 229 476
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools.
ED 229 471

Wilson, Thomas A.
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Wilson, Tina
Teaching Research Music Program for Moderately and Severely Handicapped Children.
ED 228 767

Winograd, Peter N.
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616

Wolf, Fredric M.
Comparison of the Incremental Validity of the Old and New MCAT.
ED 229 411
Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
ED 229 414

Wolf, Mary Hunter
Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Wolfe, Barbara
Education and Economic Well-Being: The Role of Non-Market Effects.
ED 229 288

Wolfe, David A.
A Survey of Parent/Child Assessment Practices in Applied Settings.
ED 228 593

Wolfe, Vicky V.
A Survey of Parent/Child Assessment Practices in Applied Settings.
ED 228 593

Wolfle, Lee M.
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.
ED 229 398

Wood, K. R. J.
Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education.
ED 229 290

Wood, Margo
The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy.
ED 228 451

Woodson, Marvin C.
Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708

Woollacott, Marjorie H.
Children's Changing Capacity to Process Information.
ED 229 380

Worden, Patricia E.
Script Development and Memory Organization.
ED 229 160

Worth, Joan
How to Choose and Create Good Problems for Primary Children.
ED 229 216

Wright, Linus
Opinion Polls--Do You Know What Your Community Thinks?
ED 228 741

Yalden, Janice
Chicken or Egg? Communicative Methodology or Communicative Syllabus Design.
ED 228 895

Yap, Kim Onn
Promoting Evaluation Use Through Technical Assistance: An SEA Example.
ED 229 433
TAC Serendipity: Random Thoughts on Unanticipated Outcomes.
ED 229 418

Yelon, Stephen L.
Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning.
ED 229 361

Yen, Wendy M.
Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model.
ED 229 450

Yess, James P.
A Guide for the Systematic Review of Academic Programs.
ED 229 079

Yff, Joost
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report.
ED 229 388

Yin, Robert K.
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430

York, Robert, Ed.
Quality Education for the Severely Handicapped.
ED 228 812

Young, Art
The Value and Function of Poetic Writing.
ED 228 635

Young, D. Parker
Higher Education.
ED 228 734

Young, Diana, Comp.
School & Library Service to Children: Crisis in the Southeast.
ED 229 017

Young, Eileen, Ed.
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
ED 229 207

Youssef, Anga A.
Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum.
ED 228 846

Ysseldyke, James E.
A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.
ED 228 824
An Analysis of Current Practice in Referring Students for Psychoeducational Evaluation: Implications for Change.
ED 228 823
Generalizations from Five Years of Research on Assessment and Decision Making.
ED 228 828
Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
ED 228 825

Zamora, Mario D., Ed.
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315

Zavaleta, Antonio N.
Hispanic American Diversity.
ED 229 464

Zeigler, William, Jr.
Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410

Zevin, Jack
Final Report on a Queens College Program for Secondary School Personnel.
ED 229 304

Zorko, Leslie
Composition with a Controlling Statement.
ED 228 647

Zuga, Karen F.
Elementary School Students' Interaction with the Planned Curriculum Through Their Valuing, Adapting, and Modifying Subject Matter.
ED 229 318

Ability Grouping
Retention: Locking the Revolving Door.
ED 229 075

Ability Identification
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359

Abstract Reasoning
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
ED 229 013

Abstracts
A Bibliometric Study of the Relationship of Number of Journals Scanned and Number of Relevant Headings Used in the Index to Number of Citations Retrieved in Searches of Political Science Secondary Services.
ED 229 045
Resources in Education (RIE). Volume 18, Number 9.
ED 228 378

Academic Achievement
A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College.
ED 229 087
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4.
ED 229 091
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226
A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252
Affective Responses of Community College Students to Self-Selected Criteria of Success.
ED 229 078
An Analysis of Bias in the Selection of School Outliers.
ED 229 406
An Evaluation of a Teacher Education Program.
ED 229 373
An Evaluative Study of the Nurse Education Program. Research Report Number 82-1.
ED 229 085
Biosocial Influences on Sex Differences in School Achievement.
ED 229 422
Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education.
ED 229 290
Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement.
ED 229 457
Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312
Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University.
ED 228 910
Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report.
ED 228 860
Reading Study: Findings, Recommendations, and Implications.
ED 229 070
Student Team Learning Dissemination and Patterns of Use in Schools.
ED 229 371
The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
ED 229 086
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals.
ED 229 424
The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children.
ED 229 103
The Influence of Mastery Learning on Students' Attributions at the College Level.
ED 228 966
The Processes and Effects of Peer Tutoring.
ED 228 964
19 Improving Schools and Why: Their "Formula for Success."
ED 228 713

Academic Advising
Reading Study: Findings, Recommendations, and Implications.
ED 229 070

Academic Aptitude
Content Coverage and Contextual Reading in Reading Groups.
ED 228 604

Academic Aspiration
Post Secondary Plans of Grade Eight Students and Related Variables. #165.
ED 228 591

Academic Education
Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
ED 228 718
Evaluation of Integrated Model: Westwood Secondary School. Report.
ED 228 719

Academic Libraries
ARL Annual Salary Survey 1982.
ED 229 048
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries.
ED 229 049
University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers.
ED 229 042

Academic Persistence
Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911
Retention: Locking the Revolving Door.
ED 229 075
Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912
The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
ED 229 086

Academic Standards
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5.
ED 228 957

Academically Gifted
A Differentiated Program in Reading for Gifted/Talented.
ED 228 606
A School District Guide for Evaluating Programs for the Gifted.
ED 229 439
An Enrichment Model for Gifted/Talented ESL Pupils.
ED 228 898
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359

Access to Education
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981.
ED 228 941
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper.
ED 229 467
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs.
ED 229 416

Accessibility (for Disabled)
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435
Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434
In the Mainstream: A Bibliography on the Disabled in Manitoba.
ED 228 770

Accident Prevention
Office Safety (Part II).
ED 228 539
The Million Dollar Bowl. OSHA in the Office.
ED 228 538

Accidents
The Million Dollar Bowl. OSHA in the Office.
ED 228 538

Accountability
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 922

Accounting
Business and Office Education: Accounting, Clerk. Instructor's Manual and Student Learning Activity Guide. Kit No. 204.
ED 228 382
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #6.
ED 229 024
Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Accreditation (Institutions)
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 922
Noncollegiate Postsecondary Schools with Occupational Programs, 1982. National Center for Education Statistics: Early Release.
ED 228 436
Procedures for Kentucky Accreditation Program.
ED 228 744

Accrediting Agencies
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 922

Acculturation
Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations.
ED 228 844
The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22.
ED 229 489

Achievement Gains
Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
ED 229 493
Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
ED 229 494
Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 495
George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 496
The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
ED 229 368
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
ED 229 207

Achievement Need
Competence Information and Intrinsic Motivation: A Process Approach.
ED 228 592
Effects of Achievement Tendencies and Competitive Outcomes on Performance.
ED 229 367

Achievement Rating
A Computerized System for the Evaluation of Achievement in Title I.
ED 229 392
Individual Student Profile.
ED 228 652

Achievement Tests
A Competency Based Achievement Program with Local Standards.
ED 229 423

Adapted Physical Education
Adapting the Physical Education Program for the Student with Special Needs: A Supplement to the K-12 Physical Education Curriculum Guide.
ED 228 771

Addition
The Development of the Commutativity Principle and Addition Strategies in Young Children.
ED 229 148
The Use of Economical Mental Addition Strategies by Young Children.
ED 229 147

Adjustment (to Environment)
A Look at the Socio-Economic Adaptation of Mariel Cubans.
ED 229 466
Battered Women: The Relationship of Stress, Support and Coping to Adjustment.
ED 228 577
Hispanic Diversity in New York City.
ED 229 462
Research Issues concerning the Puerto Rican Child and Family.
ED 229 459
The Nature of Self-Structure and Adaptability between Early and Late Adulthood.
ED 228 578
The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22.
ED 229 489

Administration by Objectives
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907

Administration on Aging
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430

Administrative Change
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480

Administrative Organization
The Turbulent Field of Public School Administration.
ED 228 691

Administrative Policy
A Policy and Administrative Procedure for Reduction in Force, Adopted June 11, 1979.
ED 228 690

Administrative Principles
Japanese Management Practices: Everything You Didn't Want to Know but Should Have Asked. Preliminary Draft.
ED 228 740
Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508

Administrative Problems
An Investigation of Selected Community School Terminations. Research Report 82-108.
ED 228 455

Administrator Attitudes
Music in Ohio Schools. Final Report.
ED 229 301

Administrator Characteristics
The Elementary School Principalship in North Dakota, No. 18.
ED 228 746
The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.
ED 228 781
Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Administrator Education
Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982.
ED 228 381

Administrator Qualifications
Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
ED 228 518
Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Administrator Responsibility
Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
ED 228 490
The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.
ED 228 781

Administrator Role
A Monograph Sequel: Have You Ever Thought of Being a Dean?
ED 228 968
Curriculum Decision-Making and Educational Television.
ED 229 000
Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).
ED 228 714
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481
In Search of a Community College President.
ED 229 067
Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489
Selected Readings from the Trustee Quarterly: A Special Publication for New Trustees and for Experienced Trustees New to ACCT.
ED 229 066
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472
The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.
ED 228 781
The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum.
ED 228 692
The Turbulent Field of Public School Administration.
ED 228 691
The Vocational Counselor and Guidance Team.
ED 228 393

Administrator Selection
In Search of a Community College President.
ED 229 067
The Role of a Consultant in a Superintendency Search. Superintendent Career Development Series No. 7.
ED 228 747

Administrators
Professional Development Bibliography and Resources for Collegiate Administrators and Student Personnel Workers.
ED 228 915
The Relationship Between Evaluative Data and School Decision-Making.
ED 229 437

Admission (School)
The Implications of Placement Decisions of Spanish Speaking Children.
ED 229 211

Admission Criteria
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
ED 228 787
Have Skills: Will Teach?
ED 229 335

Admissions Officers
Helping Admissions and Records Officers Communicate with Computer Centers: What Their Needs Are.
ED 228 914

Adolescent Literature
The ALAN Review. Spring, 1983.
ED 228 655

Adolescents
Arguments with Parents and Parent-Peer Involvement during Adolescence.
ED 228 571
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
ED 229 458

Adoption
Model Adoption Exchange Payment System: Executive Summary.
ED 229 111

Adoption (Ideas)
A Philosophical Approach to Educational Change.
ED 229 379
Innovation Adoption Decisions in Organizations: An Empirical Investigation.
ED 228 696
Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools.
ED 229 469

Adoption Exchange Services
Model Adoption Exchange Payment System: Executive Summary.
ED 229 111

Adult Basic Education
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982).
ED 228 542
A.B.E. Teacher's Manual.
ED 229 060
Catalog of Adult Education Projects, Fiscal Year 1982.
ED 228 379
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428
Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
ED 228 449
Toward an Ergonomics of Adult Basic Education Instructor and Staff Development.
ED 228 444

Adult Child Relationship
Interaction with Babies as Guidance in Development.
ED 229 124

Adult Development
Adult Play.
ED 229 384
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
ED 228 442
The Nature of Self-Structure and Adaptability between Early and Late Adulthood.
ED 228 578

Adult Education
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425
Catalog of Adult Education Projects, Fiscal Year 1982.
ED 228 379
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4.
ED 228 464
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner.
ED 228 457
Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23.
ED 228 452
The Library and the Independent Adult Learner: An Annotated Bibliography.
ED 229 010
Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3.
ED 228 463
Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325.
ED 228 419

Adult Education Act
Catalog of Adult Education Projects, Fiscal Year 1982.
ED 228 379

Adult Educators
Principles of Adult Learning Scale: Followup and Factor Analysis.
ED 228 424
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
ED 228 403

Adult Learning
A.B.E. Teacher's Manual.
ED 229 060
An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441
Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461
Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educative y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462
Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234
The Library and the Independent Adult Learner: An Annotated Bibliography.
ED 229 010
Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3.
ED 228 463

Adult Literacy
Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 386
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387

Adult Programs
Serving Adult Learners. Collaborative Approaches in Five Communities.
ED 228 545

Adult Reading Programs
The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy.
ED 228 451

Adult Students
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465
Developing an Off Campus Studies Program at Deakin University.
ED 228 908
Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461
Humanizing Adult Education Research: Five Stories from the 1930's.
ED 228 399
Improving Test Scores of Adults.
ED 228 467
The Library and the Independent Adult Learner: An Annotated Bibliography.
ED 229 010

Adult Vocational Education
Guidelines and Standards for Proprietary Schools.
ED 228 702

Adults
Adult Play.
ED 229 384
An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142
Being There.
ED 228 894
Interaction with Babies as Guidance in Development.
ED 229 124
Phonemic Analysis and the Development of Spelling.
ED 229 143
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609

Advertising
Demographics and the Dailies: Stalking the Upscale Reader.
ED 228 681
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5.
ED 229 023
Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510
Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529

Advisory Committees
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807
A Resource Guide on Local Vocational Education Advisory Councils for Administrators and Instructors.
ED 228 384
BIC (Business-Industry Council): A Concept Paper for Administrative Discussion.
ED 229 068
Community Advisory Committee Guidelines. Volume I.
ED 228 810
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
The Black Advisory Committee of Valencia Community College. Guidelines.
ED 229 059

Advocacy
Alliances in Advocacy for Disabled Children and Youth.
ED 228 789

Aerospace Education
Aerospace Bibliography. Seventh Edition.
ED 229 246

Aerospace Technology
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065

Aesthetic Education
Aesthetic Response: An Overview of Selected Theories and the Postulation of a Model.
ED 228 567

Aesthetic Response
Aesthetic Response: An Overview of Selected Theories and the Postulation of a Model.
ED 228 567

Aesthetic Values
Aesthetic Response: An Overview of Selected Theories and the Postulation of a Model.
ED 228 567
Restored Behavior and Oral Traditions.
ED 228 684

Affective Behavior
A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students.
ED 228 663
Children's Understanding of Feelings: A Developmental Study.
ED 229 138
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241
Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
ED 228 572
Suggestion and Expectancy in Emotional Socialization.
ED 229 151
The Coach in Action: A Descriptive Analysis.
ED 229 354

Affirmative Action
Legitimizing Race as a Decision Making Criterion: Where Are We Going?
ED 229 498
Organizational Integration: Attitudes toward Sex or Race Related Programs within One Organization.
ED 228 579

Age
Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980.
ED 228 934
The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129

Age Differences
A Comparison of Identity and Intimacy Statuses in College Students and Alumni.
ED 228 557
Age Effects in Information Processing.
ED 228 565
An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441
Biological and Social Correlates of Mental Development in Young Children.
ED 229 112

Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139

Children's Understanding of Feelings: A Developmental Study.
ED 229 138

Male-Female Differences in Cognitive Abilities in Various Age Groups. Technical Report 1982-3.
ED 228 415

Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133

Proximity in Parks: Naturalistic Observation of Family Interactions.
ED 229 172

Script Development and Memory Organization.
ED 229 160

The Effects of Televised Preplays on Children's Attention and Comprehension.
ED 229 161

The Nature of Self-Structure and Adaptability between Early and Late Adulthood.
ED 228 578

Age Discrimination

Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers?
ED 228 627

Agency Cooperation

State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431.
ED 228 543

Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports.
ED 229 356

Agency Role

The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States.
ED 229 181

Agenda Setting

Agenda Setting in the 1982 Illinois Gubernatorial Campaign.
ED 228 673

Aggression

Correlates of Fighting in First and Second Grade Children: A Naturalistic Study.
ED 229 127

Stability of Aggressive Behavior.
ED 229 131

Aging (Individuals)

A Synopsis of the National Conference on Fitness and Aging (Washington, DC, September 10-11, 1981).
ED 229 336

Age Effects in Information Processing.
ED 228 565

An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441

Teaching and Learning about Aging. Developments in Classroom Instruction Series.
ED 228 581

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project.
ED 228 432

Aging Education

Teaching and Learning about Aging. Developments in Classroom Instruction Series.
ED 228 581

Agriculture

Glossary of English-Farsi Agricultural Terms.
ED 228 833

Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325

Agronomy

Approved Practices in Soil Conservation. Fifth Edition.
ED 229 220

Aid to Families with Dependent Children

Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971

Alberta (Calgary)

English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report.
ED 228 887

English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12.
ED 228 888

Allied Health Occupations Education

Geriatric Nutrition Workshop for the Dietetic Assistant.
ED 228 537

Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant.
ED 228 536

Allied Health Personnel

Alliances in Advocacy for Disabled Children and Youth.
ED 228 789

Alumni

A Comparison of Identity and Intimacy Statuses in College Students and Alumni.
ED 228 557

American Indian Culture

Old Beliefs = Taimaknaqtat.
ED 229 177

American Indian Education

American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.
ED 229 193

The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States.
ED 229 181

American Indian Language Development Instit

American Indian Language Development Institute - 1982: Curriculum Guide. Volume II.
ED 229 188

American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

American Indian Languages

American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

American Indian Studies

American Indian Language Development Institute - 1982: Curriculum Guide. Volume II.
ED 229 188

American Indians

Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
ED 229 430

Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190

Implementing the Indian Child Welfare Act of 1978.
ED 229 194

Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.
ED 229 193

Indian Foster and Adoptive Care Manual.
ED 229 201

Mothers and Daughters in 20th Century Native American and Immigrant Autobiography.
ED 229 189

Parenting Education - Child Development Stages.
ED 229 198

Parenting Education - Discipline Skills.
ED 229 199

Parenting Education - Health and Hygiene.
ED 229 197

Parenting Education - Parent-Child Communication.
ED 229 200

Parenting Education - Preparing for Parenthood.
ED 229 196

The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195

The Social Worker and the Indian Client.
ED 229 192

Working With Abusive/Neglectful Indian Parents. Revised.
ED 229 191

Ancillary School Services

Mainstreaming the Hearing Impaired.
ED 229 080

Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912

Andragogy

Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4.
ED 228 464

Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461

Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3.
ED 228 463

Animals

Humane Education Projects Handbook.
ED 229 247

Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241

The Therapeutic Use of Animals with the Handicapped.
ED 228 768

Anthropology

Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315

Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages 012.
ED 229 053

Invasion of the Anthropods. A Selected Annotated Bibliography to Reference Sources and Periodicals in Anthropology.
ED 229 330

Major Definitions of the Concept of Culture: A Review of the Literature.
ED 229 292

Anxiety

A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students.
ED 228 663

An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children.
ED 229 167

Effects of Two Treatments on Anxiety, Self-Concept and Locus of Control.
ED 228 564

Appalachia

Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206

Applied Linguistics

Applied Linguistics: The Use of Linguistics in ESL.
ED 228 840

Appointive Positions

Settlement Patterns and the Governing Structures of 19th Century School Systems.
ED 228 706

Apprenticeships

Education and Training in Labor Unions.
ED 228 951

On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.
ED 228 544

Archives

Social Science Libraries Section. Special Libraries Division. Papers.
ED 229 039

Arizona

Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A.
ED 228 782

Art Activities

Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791

Art Education

Arts and the Curriculum for the 80s.
ED 229 329

Nutrition and the Arts. Arizona Nutrition Education & Training Program.
ED 229 377

Art History

Art Libraries Section. Special Libraries Division. Papers.
ED 229 035

Art Librarians

Art Libraries Section. Special Libraries Division. Papers.
ED 229 035

Art Libraries

Art Libraries Section. Special Libraries Division. Papers.
ED 229 035

Articulation (Education)

Initial Report and Preliminary Recommendations.
ED 228 903

Artificial Intelligence

Accessing Computers in Education, One Byte at a Time.
ED 228 985

Asia

Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 386

Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388

Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387

Assertiveness

Taking the Initiative: A Green Light for Contraceptive Responsibility?
ED 228 600

Association of Research Libraries

ARL Annual Salary Survey 1982.
ED 229 048

ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries.
ED 229 049

Associative Learning

Words: What Goes with What?
ED 228 872

Athletes

National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
ED 229 353

The Coach in Action: A Descriptive Analysis.
ED 229 354

Athletic Coaches

Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports.
ED 229 357

The Coach in Action: A Descriptive Analysis.
ED 229 354

Athletics

Sports Nutrition.
ED 229 374

Atomic Structure

The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances.
ED 229 281

Attention

Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.
ED 229 145

The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130

The Effects of Televised Preplays on Children's Attention and Comprehension.
ED 229 161

Attention Span

The Distribution of Working Memory Capacity in Reading.
ED 229 412

Attitude Change

A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465

An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers.
ED 229 351

An Annotated Bibliography of Literature Dealing with the Need for Death Education.
ED 229 360

Changes in the Social Climate of a College Campus over a Decade.
ED 228 585

Attitude Measures

Principles of Adult Learning Scale: Followup and Factor Analysis.
ED 228 424

The Relationships of Attitudes toward Multiple-Choise Tests and Convergent Production, Divergent Production, and Risk-Taking.
ED 229 435

Attitudes

Reflections on Growing Up Disabled.
ED 228 794

Attitudes Toward Testing Scale

The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking.
ED 229 435

Attribution Theory

Attributions of Responsibility for the Outcomes of Competitive Events.
ED 228 597

Attrition (Research Studies)

New Directions for Studying the Interaction between Parent Education and Family Characteristics.
ED 229 163

Audience Analysis

Portrait of a Contemporary Drive-In Movie Theater Audience.
ED 228 660

Audiences

Audience Reaction to Educational Accounts.
ED 229 421

Demographics and the Dailies: Stalking the Upscale Reader.
ED 228 681

Portrait of a Contemporary Drive-In Movie Theater Audience.
ED 228 660

Portrayal of Religion in Prime-Time Television Drama.
ED 228 664

Audio Equipment

Compressed Speech Technology: Implications for Learning and Instruction.
ED 228 998

Audiotape Recordings

Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Audiovisual Aids

Communications in Developing Countries.
ED 228 986

The Educational Use of Mass Media. World Bank Staff Working Paper No. 491.
ED 229 002

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245

Australia

Good Reading from and about Australia for 10-15 Year Olds.
ED 229 298

Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
ED 229 346

Role Salience on Three Continents (Australia, Europe and North America).
ED 228 425

Australia (Queensland)

Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools.
ED 228 842

Secondary Schooling and the World of Work.
ED 228 407

Australia (Western)

Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia.
ED 228 920

Authoring Languages

Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3.
ED 228 984

Authors

Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages 02.
ED 229 020

The ALAN Review. Spring, 1983.
ED 228 655

The Implied Author in Technical Discourse.
ED 228 641

Autism

Autism: Programmatic Considerations. Iowa Monograph.
ED 228 769

Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797

Teaching Social and Leisure Skills to Youth with Autism.
ED 228 799

Automation

Robotics Technician Training at Macomb Community College.
ED 228 385

Average Daily Membership

Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised.
ED 228 977

Bachelors Degrees

Factors Influencing Pursuit of the Bachelor's Degree by Police Officers.
ED 228 414

Balance

Children's Changing Capacity to Process Information.
ED 229 380

The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Balance Sheet Technique

Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532

Basal Reading

A Study of How Basal Readers Reflect Family Living Styles.
ED 228 630

Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
ED 228 611

Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers?
ED 228 627

Teaching Children to Comprehend Main Ideas.
ED 228 623

The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631

Base Rate Approach

A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College.
ED 229 087

Basic Skills

A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252

Assessment and Curriculum Guide for Special Students.
ED 228 402

Basic Skills in the U.S. Work Force. The Contrasting Perceptions of Business, Labor, and Public Education.
ED 229 456

Basic Skills Program Standards.
ED 228 651

ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.
ED 228 995

The Development of Basic Formal Math Abilities.
ED 229 153

The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report.
ED 228 745

Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.
ED 229 415

Battered Women

Battered Women: The Relationship of Stress, Support and Coping to Adjustment.
ED 228 577

Job Assistance for Battered Women.
ED 229 063

Beginning Reading

A Kindergartner Learns to Read for Meaning.
ED 228 620

Beginning Teachers

Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347

Research into Teachers' and Student Teachers' Cognitions: Exploring the Nature of Classroom Practice.
ED 229 366

Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364

Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population.
ED 229 441

The Portfolio Process: New Roles for Meeting Challenges in Professional Development.
ED 229 342

Behavior Change

Type and Perception of Feedback and Teacher Change.
ED 229 350

Behavior Modification

Autism: Programmatic Considerations. Iowa Monograph.
ED 228 769

Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459

Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797

Behavior Patterns

An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142

Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
ED 228 572

Parent, Child and Observer Gender as Determinants of Perceived Abuse.
ED 228 580

Behavior Problems

A Survey of Parent/Child Assessment Practices in Applied Settings.
ED 228 593

Behavior Rating Scales

Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria.
ED 229 443

Children's Strategies in Interpersonal and Task Situations.
ED 229 159

Behavioral Objectives

Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series.
ED 228 460

Developing Learning Packets at South Oklahoma City Junior College.
ED 229 077

ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.
ED 228 995

Writing Learning Packets: A Practitioner's Guide.
ED 229 076

Behavioral Science Research

The Development of the Methodology of Judicial Behavior Research: A Historical Review and Critique of the Use and Teaching of Methods.
ED 229 289

The Spanish Family Guidance Center of Miami.
ED 229 465

Behaviorally Anchored Rating Scales

Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria.
ED 229 443

Beliefs

Old Beliefs = Taimaknaqtat.
ED 229 177

Bias

An Analysis of Bias in the Selection of School Outliers.
ED 229 406

Parent, Child and Observer Gender as Determinants of Perceived Abuse.
ED 228 580

Bibliographic Records

Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition.
ED 229 016

Bibliographies

Social Science Libraries Section. Special Libraries Division. Papers.
ED 229 039

Bibliometrics

A Bibliometric Study of the Relationship of Number of Journals Scanned and Number of Relevant Headings Used in the Index to Number of Citations Retrieved in Searches of Political Science Secondary Services.
ED 229 045

Biculturalism

Being There.
ED 228 894

Bilingual Education

American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

Glossary of Bilingual Education Terms.
ED 228 845

Swedish Research and Debate About Bilingualism. A Critical Review of the Swedish Research and Debate about Bilingualism and Bilingual Education in Sweden from an International Perspective.
ED 228 843

Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440

The Impacts of Block Grants on the Governance of Federally Supported Bilingual Education Programs: Lessons Learned from Previous Block Grant Legislation.
ED 229 208

Bilingual Education Programs

ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report.
ED 228 857

Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853

Bilingualism for the Future.
ED 228 873

Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
ED 229 493

Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
ED 229 430

Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
ED 229 494

Evidence of the Impact of Bilingual Education: A Meta-analysis.
ED 229 210

Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 495

George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 496

Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum.
ED 228 846

Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869

Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres. cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).
ED 228 868

Problems in the Comparative Analysis of Bilingual Education.
ED 228 841

Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report.
ED 229 497

Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs.
ED 229 416

Bilingual Students

ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
ED 228 858

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
ED 228 855

Bilingualism

Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary.
ED 228 854

ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856

Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853

Bilingualism for the Future.
ED 228 873

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

On TESOL '82. Pacific Perspectives on Language Learning and Teaching.
ED 228 890

On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning.
ED 228 891

Polyglot Dyslexia.
ED 228 800

Swedish Research and Debate About Bilingualism. A Critical Review of the Swedish Research and Debate about Bilingualism and Bilingual Education in Sweden from an International Perspective.
ED 228 843

The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
ED 229 463

Bill Collection

Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
ED 228 533

Bioethics

An Annotated Bibliography of Teaching Bioethics in the Public Secondary School.
ED 229 232

Biographies

The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270

Biological Influences

Biological and Social Correlates of Mental Development in Young Children.
ED 229 112

Biosocial Influences on Sex Differences in School Achievement.
ED 229 422

Biological Sciences

Developing Study Stations on Your School Site.
ED 229 221

Biology

An Annotated Bibliography of Teaching Bioethics in the Public Secondary School.
ED 229 232

Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'.
ED 229 249

Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
ED 229 228

Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989

Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).
ED 229 255

Biomedical Information Services

Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers.
ED 229 037

Birth

The Birth of a Baby: Obscenity or Censorship.
ED 228 672

Birth Rate

China: Demographic Billionaire.
ED 229 224

Black Achievement

Afro-Americans: A Bibliography of U.S. Government Documents Indexed in the Monthly Catalog of U.S. Government Publications, Jan. 1970 through July 1982.
ED 229 328

What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209

Black Culture

Afro-Americans: A Bibliography of U.S. Government Documents Indexed in the Monthly Catalog of U.S. Government Publications, Jan. 1970 through July 1982.
ED 229 328

Black Education

Afro-Americans: A Bibliography of U.S. Government Documents Indexed in the Monthly Catalog of U.S. Government Publications, Jan. 1970 through July 1982.
ED 229 328

Black Employment

Afro-Americans: A Bibliography of U.S. Government Documents Indexed in the Monthly Catalog of U.S. Government Publications, Jan. 1970 through July 1982.
ED 229 328

Black Leadership

The Black Advisory Committee of Valencia Community College. Guidelines.
ED 229 059

Black Students

Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911

Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
ED 229 491

Predictors of Scientific Majors for Black and White College Students.
ED 228 967

Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912

Blacks

The Black Advisory Committee of Valencia Community College. Guidelines.
ED 229 059

Blindness

Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

Block Grants

Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.
ED 228 421

The Impacts of Block Grants on the Governance of Federally Supported Bilingual Education Programs: Lessons Learned from Previous Block Grant Legislation.
ED 229 208

Blooms Taxonomy

Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
ED 229 348

Board of Education Policy

Limited Monarchy: The Rise and Fall of Student Rights.
ED 228 697

Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708

Board of Education Role

CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 484

Governance.
ED 228 727

Property.
ED 228 733

Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports.
ED 229 356

The Role of a Consultant in a Superintendency Search. Superintendent Career Development Series No. 7.
ED 228 747

Board Administrator Relationship

Boards and Superintendents: How to Have a Healthy Relationship.
ED 228 709

Selected Readings from the Trustee Quarterly: A Special Publication for New Trustees and for Experienced Trustees New to ACCT.
ED 229 066

Boards of Education

Boards and Superintendents: How to Have a Healthy Relationship.
ED 228 709

Governance.
ED 228 727

Body Image

Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372

Bookkeeping

Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512

Books

Books Still Worth Reading.
ED 228 656

Boy Scouts of America

Getting Prepared: Nonformal Education in Boy Scouts.
ED 229 327

Brain Hemispheres

Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546

Brazil

Evaluation Standards: Reorganization for the Brazilian Educational Reality.
ED 229 407

British Columbia

Sharing British Columbia's Water Resources. A Teaching Unit for Secondary Schools.
ED 229 305

Budgeting

Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907

The Financial Resource Allocation Process at Compton Community College: A Redirection.
ED 229 055

Budgets

Statement on the Fiscal Year 1983 Education Budget. Clearinghouse Publication 73.
ED 228 705

Building Design

Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182

Burnout

Burnout: A Term in Search of a Theory.
ED 228 596

Business

Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483

PACE Instructor Guide. Level 1. Research & Development Series No. 240A.
ED 228 478

Business Administration

Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483

Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481

Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486

Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493

Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485

Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489

Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492

Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482

Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484

Business Administration Education

Small Business Training Models for Community Growth.
ED 229 062

Small Business Training: A Guide for Program Building.
ED 229 072

Business Education

Business and Office Education: Accounting, Clerk. Instructor's Manual and Student Learning Activity Guide. Kit No. 204.
ED 228 382

Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483

Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502

Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521

Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488

Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10.
ED 228 507

Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10.
ED 228 526

Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9.
ED 228 487

Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
ED 228 506

Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9.
ED 228 525

Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499

Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
ED 228 518

Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481

Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500

Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
ED 228 519

Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486

Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
ED 228 505

Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8.
ED 228 524

Guidelines and Standards for Proprietary Schools.
ED 228 702

Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493

Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512

Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
ED 228 531

Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485

Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504

Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523

Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489

Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508

Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527

Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532

Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495

Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
ED 228 514

Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
ED 228 533

Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
ED 228 490

Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12.
ED 228 509

Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528

Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492

Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511

Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482

Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501

Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
ED 228 520

Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484

Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503

Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522

Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491

Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510

Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529

Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
ED 228 496

Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.
ED 228 515

Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534

PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C.
ED 228 516

PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535

PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497

Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479

Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
ED 228 498

Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Business Finance

Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486

Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495

Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479

Business Law

Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488

Business Safeguards

Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.
ED 228 515

Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534

Business Skills

Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502

Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
ED 228 506

Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499

Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500

Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493

Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504

Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501

Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503

References & Resources for Secretaries and Clerical Personnel, 1980. Manual 4200-1.
ED 229 092

Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
ED 228 498

Cable Television

All on One Wire: Pros and Cons of Mega-Channel, Interactive Cable.
ED 228 676

Calhoun State Community College AL

A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.
ED 229 069

California

A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628

A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges.
ED 228 568

An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities.
ED 229 054

California Libraries in the 1980s: Strategies for Service.
ED 229 050

Preschool Program Guidelines.
ED 229 141

Race and Educational Employment.
ED 228 698

Resource Specialist Training Resources. Volume I.
ED 228 774

California (Long Beach)

Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations.
ED 228 844

California (Los Angeles County)

The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

California Special Education Resource Netwo

Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811

California State Colleges and Universities

Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

California State University and Colleges

Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

Camping

Autism: Programmatic Considerations. Iowa Monograph.
ED 228 769

Campground Cookery. Outdoor Living Skills Series. Instructor Manual.
ED 229 180

Canada

Add a Little Frill: Science in the Elementary School.
ED 229 277

Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
ED 228 924

Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23.
ED 228 452

Capital

Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report.
ED 228 927

Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4.
ED 228 948

Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949

Capitalization (Alphabetic)

Computer-Based Instruction on Skills for Addressing Envelopes.
ED 228 982

Career Awareness

Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
ED 229 493

Career Choice

A Context for Career Decision Making. Research Report.
ED 228 469

Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
ED 229 294

Course Differentiation in the High School: The Perspective of Working Class Females.
ED 228 401

Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312

Professional Preparation for Careers in Safety.
ED 229 386

Social Marginality, Academic Achievement and Vocational Development.
ED 229 500

The New Engineer: Black and White, Male and Female.
ED 229 251

The Peel Secondary Followup Study: First Biennial Report.
ED 228 720

Career Counseling

Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering.
ED 228 439

Career Development

Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.
ED 228 450

Career Education

Assessing and Evaluating the Career Development of Special Education Students.
ED 228 761

Assessment and Curriculum Guide for Special Students.
ED 228 402

Career Education Program for Elementary Students: Science.
ED 228 466

Handbook for Vocational School Psychology.
ED 228 760

Projects in Progress--FY 1982. A Report for the Coordinating Committee on Research in Vocational Education.
ED 228 468

Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.
ED 228 450

Career Exploration

A Context for Career Decision Making. Research Report.
ED 228 469

Assessment and Curriculum Guide for Special Students.
ED 228 402

Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
ED 229 494

Career Guidance

The Vocational Counselor and Guidance Team.
ED 228 393

Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.
ED 228 450

Career Guidance Teams

The Vocational Counselor and Guidance Team.
ED 228 393

Career Information Systems

A Context for Career Decision Making. Research Report.
ED 228 469

Career Planning

Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 228 427

Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481

George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 496

Caribbean Islands

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study.
ED 229 104

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
ED 229 105

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107

Carroll Learning Model

Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462

Cartography

Geography and Map Libraries Section. Special Libraries Division. Papers.
ED 229 036

Case Studies

Problems in the Comparative Analysis of Bilingual Education.
ED 228 841

Caseworker Approach

The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195

The Social Worker and the Indian Client.
ED 229 192

Categorical Aid

The Impacts of Block Grants on the Governance of Federally Supported Bilingual Education Programs: Lessons Learned from Previous Block Grant Legislation.
ED 229 208

Causal Inferences
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures.
ED 229 394
Evaluating Individualized Programs.
ED 229 408

Causal Models
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures.
ED 229 394

Censorship
The Birth of a Baby: Obscenity or Censorship.
ED 228 672

Census Figures
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299

Cerebral Dominance
Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546
The Feeling Words Curriculum: The Missing Link.
ED 228 643
The Right Brain: An Active Partner in Written Literacy.
ED 228 610

Certification
Indian Foster and Adoptive Care Manual.
ED 229 201
National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
ED 229 353

Change Agents
Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program.
ED 228 962

Change Strategies
A Philosophical Approach to Educational Change.
ED 229 379
Effecting Changes in Cognitive Structures Amongst Physics Students.
ED 229 238
Evaluating Organizational Change Strategies for University Continuing Education.
ED 228 963
Globalizing the Professional Component of Teacher Education: Considerations for Reform.
ED 229 345
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A.
ED 229 064
Preparing the Climate for Public Education in Coming Decades.
ED 228 710
Rebuilding Education to Make It Work. Report.
ED 228 689
Resource Specialist Training Resources. Volume II.
ED 228 775
Sexual Harassment on the Job. A Guide for Employers.
ED 228 422
The Impact of Continuing Contact on Therapeutic Change.
ED 228 595

Characterization
Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers?
ED 228 627

Checklists
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358

Chemistry
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274
Pre-Instructional Conceptions about Transformations of Substances.
ED 229 235

Chess
How to Teach Chess in the Public Schools: A Course Outline.
ED 229 302

Child Abuse
Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117
Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190
Implementing the Indian Child Welfare Act of 1978.
ED 229 194
Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.
ED 229 193
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118
Manual for Using Abuse and Neglect Indicators and Index.
ED 229 119
Parent, Child and Observer Gender as Determinants of Perceived Abuse.
ED 228 580
The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual.
ED 229 120
The Social Worker and the Indian Client.
ED 229 192
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116
Working With Abusive/Neglectful Indian Parents. Revised.
ED 229 191

Child Advocacy
Implementing the Indian Child Welfare Act of 1978.
ED 229 194

Child Caregivers
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers.
ED 229 123
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098
The Child Development Associate Program: A Guide to Training. (Second Edition).
ED 229 099
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
ED 229 102
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115

Child Development
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114
Children's Changing Capacity to Process Information.
ED 229 380
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796
Interaction with Babies as Guidance in Development.
ED 229 124
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study.
ED 229 104
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107
Parenting Education - Child Development Stages.
ED 229 198
Sex-Role Development and Father-Absence: Comparing Meta-Analyses.
ED 229 125

Child Language
Development of Morphophonemic Segments in Children's Mental Representations of Words.
ED 228 870
Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851

Child Neglect
Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117
Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190
Implementing the Indian Child Welfare Act of 1978.
ED 229 194
Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.
ED 229 193
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118
Manual for Using Abuse and Neglect Indicators and Index.
ED 229 119
The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195
The Social Worker and the Indian Client.
ED 229 192
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116
Working With Abusive/Neglectful Indian Parents. Revised.
ED 229 191

Child Rearing
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS).
ED 229 108
Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology.
ED 229 134
Parenting Education - Child Development Stages.
ED 229 198
Parenting Education - Preparing for Parenthood.
ED 229 196
Satisfactions of Parenting.
ED 228 560

Child Role
Interaction with Babies as Guidance in Development.
ED 229 124

Childhood Attitudes
Children's Perceptions of the Elderly.
ED 229 171
Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly.
ED 228 576
Suggestion and Expectancy in Emotional Socialization.
ED 229 151

Childhood Interests
Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference.
ED 229 169

Childhood Needs
Parenting Education - Discipline Skills.
ED 229 199
Parenting Education - Parent-Child Communication.
ED 229 200
School & Library Service to Children: Crisis in the Southeast.
ED 229 017

Children
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150
Childhood in America: A Contemporary Portrait.
ED 229 144
Children's Concept Learning: The Child's Concept of Life.
ED 229 126
Children's Strategies in Interpersonal and Task Situations.
ED 229 159
The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129

Childrens Art
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791

Childrens Literature
Good Reading from and about Australia for 10-15 Year Olds.
ED 229 298

China
China: Demographic Billionaire.
ED 229 224
Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
ED 229 309

Chinese Americans
Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853
Race and the Use of Legal Services: A Case Study of Chinese Americans.
ED 229 293

Citation Analysis
Sources of Information in Learning Disabilities and Special Education Literature.
ED 228 765

Citations (References)
A Bibliometric Study of the Relationship of Number of Journals Scanned and Number of Relevant Headings Used in the Index to Number of Citations Retrieved in Searches of Political Science Secondary Services.
ED 229 045

Citizen Participation
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996
Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches.
ED 229 286
Citizen Participation in the American Federal System.
ED 229 316

Citizenship Education
Improving Citizenship Education: Elementary Handbook.
ED 229 321
Improving Citizenship Education: Secondary Handbook.
ED 229 322
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
ED 229 319
Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23.
ED 228 452
The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education.
ED 229 285

Citizenship Responsibility
Improving Citizenship Education: Elementary Handbook.
ED 229 321

City Colleges of Chicago IL
Affective Responses of Community College Students to Self-Selected Criteria of Success.
ED 229 078

Civil Liberties
Improving Citizenship Education: Secondary Handbook.
ED 229 322

Civil Rights Legislation
Legitimizing Race as a Decision Making Criterion: Where Are We Going?
ED 229 498

Class Activities
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.
ED 228 550
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791
ESL Teachers and Students Making and Playing Games.
ED 228 836
Instructional Radio. Teacher's Guide, 1981-82.
ED 228 994
Nutrition and the Arts. Arizona Nutrition Education & Training Program.
ED 229 377
Perspectives on TESOL.
ED 228 874
The Communicative Classroom: Tasks, Materials, Methodology.
ED 228 896

Classification
A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.
ED 228 824
Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
ED 228 820
Story Constituents and Children's Strategic Preferences.
ED 228 629
The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130
Translation of a Taxonomy into a Curriculum Guide.
ED 229 081
Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.
ED 228 391

Classroom Communication
Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies.
ED 228 900
Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852
Some Current Problems in Communicative Language Teaching.
ED 228 835

Classroom Design
Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182

Classroom Environment
The Foreign Teaching Assistant and the Culture of the American University Class.
ED 228 897
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363

Classroom Observation Techniques
Working in Classrooms: Learning in Science Project.
ED 229 442

Classroom Research
Working in Classrooms: Learning in Science Project.
ED 229 442

Classroom Techniques
Applied Linguistics: The Use of Linguistics in ESL.
ED 228 840
Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459
Idea Exchange for English Teachers.
ED 228 642
Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797
Perspectives on TESOL.
ED 228 874
Positive Approaches to Classroom Discipline.
ED 228 707
Project PACCE CBAE Materials User's Guide.
ED 228 477
PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497
The Pedagogy of Concept Learning in the Elementary Grades: An Interdisciplinary Approach.
ED 229 303

Clearinghouses
Increasing Community Involvement in Cooperative Vocational Education.
ED 228 433

Clerical Occupations
Business and Office Education: Accounting, Clerk. Instructor's Manual and Student Learning Activity Guide. Kit No. 204.
ED 228 382

Clinical Diagnosis
Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students.
ED 229 417

Clinical Experience
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
ED 229 409
Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program.
ED 229 404

Clubs
Topics for Mathematics Clubs. Second Edition.
ED 229 217

Coal
R&D and Technological Change in Coal Mining.
ED 228 405

Coalition of Business and Educ Collaboratio
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483

Coalitions
Building Support through Successful Coalitions.
ED 228 742
Coalition Building: Drawing Universal Truths from Biased History.
ED 229 300

Cognitive Ability
An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441
Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132
Male-Female Differences in Cognitive Abilities in Various Age Groups. Technical Report 1982-3.
ED 228 415
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136

Cognitive Development
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474
Biological and Social Correlates of Mental Development in Young Children.
ED 229 112
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150
Changes in the Rhythm of Lessons Following a Teacher-Training Workshop in Medical School.
ED 229 365
Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162
Concept Mapping for Individual Assessment.
ED 229 399
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised.
ED 228 555
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised.
ED 228 554
Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised.
ED 228 551
Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised.
ED 228 556
Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised.
ED 228 553
Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised.
ED 228 552
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.
ED 228 550
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8.
ED 229 253
The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
ED 228 855
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies.
ED 229 158

Cognitive Frameworks
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474
Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools.
ED 229 476

Cognitive Measurement
Assessing Metacognitive Skills in Problem Solving.
ED 229 403
Cognitive Assessment and the Media.
ED 229 445

Cognitive Processes
Age Effects in Information Processing.
ED 228 565
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
ED 229 348
Children's Conceptions of Spatial Relationships in Drawings and Photographs.
ED 229 400
Children's Quantitative Notion of Rational Number.
ED 229 218
Children's Strategies in Interpersonal and Task Situations.
ED 229 159
Cognitive Preference and Student Performance.
ED 228 594
Cognitive Process Instruction: New Approaches to Learning in Science.
ED 228 614
Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461
Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
ED 228 634
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8.
ED 229 253
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615
Pre-Instructional Conceptions about Transformations of Substances.
ED 229 235
Predictive Models of Cognitive Complexity and Language Use.
ED 228 661
Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616
Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268
The Development of the Commutativity Principle and Addition Strategies in Young Children.
ED 229 148
The Use of Economical Mental Addition Strategies by Young Children.
ED 229 147

Cognitive Style
A Study: The Relationship of Personality Type to Vocabulary Development.
ED 228 603
An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness.
ED 228 601
Cognitive Preference and Student Performance.
ED 228 594
Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints.
ED 228 570
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444

Collaborative Teaching Learning Mode
Principles of Adult Learning Scale: Followup and Factor Analysis.
ED 228 424

Collective Bargaining
Bargaining.
ED 228 729
Higher Education.
ED 228 734
The Yearbook of School Law, 1982.
ED 228 726

College of Charleston SC
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
ED 229 013

College Administration
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
ED 228 924
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A.
ED 229 064
The Financial Resource Allocation Process at Compton Community College: A Redirection.
ED 229 055

College Attendance
"Terrain Paper" on Demography and Higher Education.
ED 228 938
A Demographic Overview of Postsecondary Education.
ED 228 935
Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980.
ED 228 934
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981.
ED 228 941
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971

College Bound Students
Post Secondary Plans of Grade Eight Students and Related Variables. #165.
ED 228 591

College Costs
Discretionary Income and College Costs.
ED 228 944
The Role of Educational Debt in Consumers' Total Debt Structure.
ED 228 939

College Desegregation
Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911
Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912

College Entrance Examinations
Comparison of the Incremental Validity of the Old and New MCAT.
ED 229 411
Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
ED 229 414

College Environment
Changes in the Social Climate of a College Campus over a Decade.
ED 228 585

College Faculty
Developing a Workload Formula for High Technology Faculty.
ED 229 093
Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084
Higher Education in Israel. Statistical Abstract 1980/81.
ED 228 918
Higher Education.
ED 228 734
Planning Faculty Reduction.
ED 228 925
The Evaluation of Faculty Teaching Performance.
ED 228 916

College Freshmen
Changes in the Social Climate of a College Campus over a Decade.
ED 228 585
The American Freshman: National Norms for Fall 1982.
ED 228 906

College Graduates
Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
ED 229 294
The Overeducated American in the 1980s.
ED 228 933
The Role of Educational Debt in Consumers' Total Debt Structure.
ED 228 939

College Guidance Placement Program
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test. ED 229 431

College Instruction
Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program. ED 228 962
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada. ED 228 924

College Mathematics
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report. ED 229 239
Mathematics and Global Survival. ED 229 233
Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1. ED 229 248

College Planning
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives. ED 228 907
Evaluating Organizational Change Strategies for University Continuing Education. ED 228 963
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A. ED 229 064
Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia. ED 228 920

College Presidents
In Search of a Community College President. ED 229 067

College Programs
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum. ED 228 960
Graduate and Professional Education: A Review of Recent Trends. ED 228 932
Peace Studies. ED 228 917
Practical Procedures for Internationalizing an Academic Unit. ED 228 919

College Role
Nevada 2000: Future Directions for Nevada's Colleges and Universities. ED 228 921
Walworth County Employer Needs Assessment Study. ED 229 097

College School Cooperation
Final Report on a Queens College Program for Secondary School Personnel. ED 229 304

College Science
Aerospace Bibliography. Seventh Edition. ED 229 246
Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'. ED 229 249
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report. ED 229 236
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation. ED 229 242
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17. ED 229 274
Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report. ED 229 228

College Students
A Comparison of Identity and Intimacy Statuses in College Students and Alumni. ED 228 557
Annotated Bibliography: Black Student Retention in Higher Education Institutions. ED 228 911
Developing an Off Campus Studies Program at Deakin University. ED 228 908
Higher Education in Israel. Statistical Abstract 1980/81. ED 228 918
Higher Education. ED 228 734
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence. ED 228 442
Relationship Skills Workshops in University Residence Halls: A Preventive Intervention. ED 228 569
Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor. ED 228 923
The Effects of Phasing Out Social Security Student Benefits. ED 228 970
The Influence of Mastery Learning on Students' Attributions at the College Level. ED 228 966
The Processes and Effects of Peer Tutoring. ED 228 964

College Transfer Students
Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information. ED 229 082

College Work Study Program
Overview of the State Allocation Process for Campus-Based Student Aid. ED 228 973

Colombian Americans
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34. ED 229 490

Commercial Television
Portrayal of Religion in Prime-Time Television Drama. ED 228 664

Committees
Instructional Computing--A Planning Guide: Reaching for the Future. ED 228 988

Communication (Thought Transfer)
CEDA Yearbook. ED 228 668
Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII. ED 228 678
Parenting Education - Parent-Child Communication. ED 229 200
The Ethics of Communication: There's Enough Blame to Go Around. ED 228 686

Communication Apprehension
A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students. ED 228 663

Communication Problems
The Ethics of Communication: There's Enough Blame to Go Around. ED 228 686

Communication Research
A Demographic Analysis of Students and Their GTA Instructors. ED 228 670
Agenda Setting in the 1982 Illinois Gubernatorial Campaign. ED 228 673
Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII. ED 228 678
Moving through the Organization: A Field Study Assessment of the Patron System. ED 228 675
Portrait of a Contemporary Drive-In Movie Theater Audience. ED 228 660
Predictive Models of Cognitive Complexity and Language Use. ED 228 661
Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences. ED 228 683
The Content of Organizational Communication: Movement towards Agreement. ED 228 666
The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation. ED 228 667
The 1980 Presidential Debates. Special Issue. ED 228 682

Communication Skills
A Demographic Analysis of Students and Their GTA Instructors. ED 228 670
Alliances in Advocacy for Disabled Children and Youth. ED 228 789
Autism: Programmatic Considerations. Iowa Monograph. ED 228 769
Conversational Strategies in Comprehension Monitoring. ED 229 128
Correcting Students' Free Writing--Help or Hindrance? ED 228 850
CEDA Yearbook. ED 228 668
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training. ED 229 132
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study. ED 229 168
Relationship Skills Workshops in University Residence Halls: A Preventive Intervention. ED 228 569
Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped. ED 228 759
The Ethics of Communication: There's Enough Blame to Go Around. ED 228 686
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One. ED 228 786
Youths at High Risk for Unemployment: Evaluation of an Intervention Program. ED 228 582

Communication Strategies
Conversational Strategies in Comprehension Monitoring. ED 229 128

Communications
Communications in Developing Countries. ED 228 986

Communications Satellites
Telecommunications and the Rural American, Today and Tomorrow. ED 229 203
Telecommunications in Rural America: Special Populations, Special Problems. ED 229 204

Communicative Competence (Languages)
Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary. ED 228 854
Chicken or Egg? Communicative Methodology or Communicative Syllabus Design. ED 228 895
English for Special Purposes in Adult ESL. ED 228 899
ESL Teachers and Students Making and Playing Games. ED 228 836
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study. ED 229 168
Some Current Problems in Communicative Language Teaching. ED 228 835
The Communicative Classroom: Tasks, Materials, Methodology. ED 228 896

Community
Improving Citizenship Education: Elementary Handbook. ED 229 321

Community Action
School Drug Abuse Policy Development Guide: For School and Community Officials. ED 228 602

Community Characteristics
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas. ED 229 107

Community Colleges
An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities. ED 229 054
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series. ED 229 090
In Search of a Community College President. ED 229 067
Selected Readings from the Trustee Quarterly: A Special Publication for New Trustees and for Experienced Trustees New to ACCT. ED 229 066

Community Control
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools. ED 229 484

Community Coordination
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel. ED 229 061
Serving Adult Learners. Collaborative Approaches in Five Communities. ED 228 545

Community Councils
Increasing Community Involvement in Cooperative Vocational Education. ED 228 433

Community Development
Communications in Developing Countries. ED 228 986

Community Education
An Investigation of Selected Community School Terminations. Research Report 82-108. ED 228 455
Community, Educational, and Social Impact Perspectives. ED 228 456
Fire Education and the News. ED 228 541
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects. ED 229 319
Preparing the Climate for Public Education in Coming Decades. ED 228 710
Small Business Training Models for Community Growth. ED 229 062
State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431. ED 228 543

Community Involvement
Increasing Community Involvement in Cooperative Vocational Education. ED 228 433
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools. ED 229 471

Community Mental Health Centers
A Survey of Parent/Child Assessment Practices in Applied Settings. ED 228 593

Community Organizations
Community Advisory Committee Guidelines. Volume I. ED 228 810
Community Advisory Committee Guidelines. Volume II: Appendices. ED 228 811

Community Relations
Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13. ED 228 529

Community Schools
An Investigation of Selected Community School Terminations. Research Report 82-108. ED 228 455

Community Services
Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 228 421
Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations. ED 228 844
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District. ED 229 071
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary. ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary. ED 228 430

Community Services Administration
Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 228 421

Community Surveys
Opinion Polls--Do You Know What Your Community Thinks? ED 228 741

Commutativity Principle (Mathematics)
The Development of the Commutativity Principle and Addition Strategies in Young Children. ED 229 148

Commuting Students
A Study of Commuting Costs at Seven Illinois Public Community Colleges. ED 229 073

Comparative Analysis
A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College. ED 229 087
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments. ED 228 628
A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students. ED 228 663
A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability. ED 228 605
A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design. ED 229 389
Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria. ED 229 443
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation. ED 229 451
Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers? ED 228 627
Problems in the Comparative Analysis of Bilingual Education. ED 228 841
Role Salience on Three Continents (Australia, Europe and North America). ED 228 425
Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population. ED 229 441

Comparative Education
Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom. ED 228 909
Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University. ED 228 910

Comparative Testing
The Pictorial-Rating-Scale Sociometric: A Comparison of Two Forms of Administration. ED 229 434

Compensatory Education
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures. ED 229 394
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs. ED 228 619
A Year of Basic Skills Testing and Compensatory Education in Louisiana. ED 229 252
An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils. ED 229 432
Long-Term Effects of Parent Education Follow Through Program Participation. ED 229 113
Promoting Evaluation Use Through Technical Assistance: An SEA Example. ED 229 433
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982. ED 229 207

Competence
Competence Information and Intrinsic Motivation: A Process Approach. ED 228 592
Competence: Analysis, Critique, Reassessment. A Report of a Conference Held May 18-20, 1980, under the Auspices of the College of Education, the Pennsylvania State University. ED 229 337
Computer Concepts for VTAE Food Service. Final Report. ED 228 438
Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series. ED 228 460
Project 88: A New Technical Nursing Curriculum. Final Report. ED 228 383
Teaching Practice. Documention and Technical Assistance in Urban Schools. ED 229 470

Competency Based Education
Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series. ED 228 460
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades. ED 229 155
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades. ED 229 156
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten. ED 229 154
Project PACCE CBAE Materials User's Guide. ED 228 477

Competency Based Teacher Education
Competence: Analysis, Critique, Reassessment. A Report of a Conference Held May 18-20, 1980, under the Auspices of the College of Education, the Pennsylvania State University. ED 229 337
Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series ED 228 418
Teacher Competency Testing and Reading Specialty Preparation in Georgia. ED 228 621
The Child Development Associate Program: A Guide to Curriculum Development. ED 229 098
The Child Development Associate Program: A Guide to Training. (Second Edition). ED 229 099
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System. ED 229 102
The Portfolio Process: New Roles for Meeting Challenges in Professional Development. ED 229 342

Competency Tests
Development and Evaluation of Vocational Competency Measures. Final Report. ED 228 474

Competition
Attributions of Responsibility for the Outcomes of Competitive Events. ED 228 597
Effects of Achievement Tendencies and Competitive Outcomes on Performance. ED 229 367
The Coach in Action: A Descriptive Analysis. ED 229 354

Competitive Selection
Comparison of the Incremental Validity of the Old and New MCAT. ED 229 411
Predictive and Incremental Validity of the New MCAT Science Problems Subtest. ED 229 414

Compliance (Legal)
A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges. ED 228 568
Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10. ED 228 507
Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10. ED 228 526
Monitoring for Effectiveness of Compliance: Master Guide, Part B--Education of the Handicapped Act. ED 228 783
Public Law 94-142: How to Keep the Ball In Your Court and Out of the Law Court. ED 228 736
Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor. ED 228 923

Comprehension
Acquiring an Effective Understanding of Scientific Concepts. ED 229 275
Children's Understanding of Feelings: A Developmental Study. ED 229 138
Conversational Strategies in Comprehension Monitoring. ED 229 128
The Effects of Televised Preplays on Children's Attention and Comprehension. ED 229 161
The Preschool Child's Comprehension of Television Commercial Disclaimers. ED 229 122
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report. ED 229 121
Understanding Passives with Non-Action Verbs. ED 228 862

Comprehension Monitoring
Conversational Strategies in Comprehension Monitoring. ED 229 128

Comprehensive Assessment and Program Planni
A Competency Based Achievement Program with Local Standards. ED 229 423

Comprehensive Employment and Training Act
CETA: Assessment of Public Service Employment Programs. ED 228 423
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering. ED 228 439

Comprehensive System of Personnel Developme
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study. ED 228 807
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised. ED 228 805
Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education. ED 228 806

Computation
Learning to Compute. Indigenous Mathematics Project. Working Paper 1. ED 229 258
The Development of the Commutativity Principle and Addition Strategies in Young Children. ED 229 148
The Use of Economical Mental Addition Strategies by Young Children. ED 229 147
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies. ED 229 158

Computer Assisted Design
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234. ED 228 473

Computer Assisted Instruction
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982). ED 228 542
A Teacher Survey NEA Report: Computers in the Classroom. ED 229 343
Accessing Computers in Education, One Byte at a Time. ED 228 985
Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education. ED 229 290
Computer-Based Instruction on Skills for Addressing Envelopes. ED 228 982
Computers in the English Classroom: A Primer for Teachers. ED 228 654
Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'. ED 229 249
Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report. ED 229 003
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner. ED 228 457
How Microcomputers May Redefine English Teaching. ED 228 640
Individualized Study by Technology (IST) for Alaska, A Model for the Future? ED 229 005
Individualized Study by Technology (IST). ED 229 004
Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised. ED 229 331
Investigations of Computer-Aided Document Search Strategies. ED 229 009
Models for Estimating Costs of Computerized Instruction. ED 229 006
The Future of the Microcomputer in the Speech Communication Classroom. ED 228 669
The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment. ED 229 501
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits. ED 228 991

Computer Assisted Manufacturing
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234. ED 228 473

Computer Assisted Testing
Cognitive Assessment and the Media. ED 229 445
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399. ED 229 213

Computer Graphics
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report. ED 229 239

Computer Literacy
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum. ED 228 960
A Teacher Survey NEA Report: Computers in the Classroom. ED 229 343
An Effective Microcomputer Inservice: Designing and Using Awareness Workshops. ED 229 352
Computer Literacy: Rationale, Definition and Practices. ED 228 983
Computer Technology in Massachusetts Schools. ED 229 227
Computers in the English Classroom: A Primer for Teachers. ED 228 654
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation. ED 229 242
The Educator's Unauthorized Microcomputer Survival Manual. ED 229 001

Computer Managed Instruction
Accessing Computers in Education, One Byte at a Time. ED 228 985
Computer-Based Instruction on Skills for Addressing Envelopes. ED 228 982

Computer Oriented Programs
Computer Concepts for VTAE Food Service. Final Report. ED 228 438
Computer Technology in Massachusetts Schools. ED 229 227
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report. ED 229 236

Helping Admissions and Records Officers Communicate with Computer Centers: What Their Needs Are. ED 228 914
Instructional Computing--A Planning Guide: Reaching for the Future. ED 228 988
Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15. ED 228 531
Microcomputers in Marketing Education. ED 228 417
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234. ED 228 473
Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition. ED 229 016
Technological Developments in Journalism: The Impact of the Computer in the Newsroom. ED 228 662
The Educator's Unauthorized Microcomputer Survival Manual. ED 229 001
The Future of the Microcomputer in the Speech Communication Classroom. ED 228 669

Computer Programs
A Computerized System for the Evaluation of Achievement in Title I. ED 229 392
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report. ED 229 239
Computer Concepts for VTAE Food Service. Final Report. ED 228 438
Computers in the English Classroom: A Primer for Teachers. ED 228 654
Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3. ED 228 984
Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'. ED 229 249
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report. ED 229 236
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation. ED 229 242
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner. ED 228 457
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised. ED 228 977
The Educator's Unauthorized Microcomputer Survival Manual. ED 229 001

Computer Science
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report. ED 229 239
Computer Technology in Massachusetts Schools. ED 229 227
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232. ED 228 471

Computer Science Education
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects . ED 228 784
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum. ED 228 960
Accessing Computers in Education, One Byte at a Time. ED 228 985

Computer Simulation
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation. ED 229 242
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised. ED 228 977

Computer Uses in Education
Computer Technology in Massachusetts Schools. ED 229 227
The Educator's Unauthorized Microcomputer Survival Manual. ED 229 001

Computers
A Teacher Survey NEA Report: Computers in the Classroom. ED 229 343
Informational Technology and Its Impact on American Education. ED 228 987

Concept Formation
Acquiring an Effective Understanding of Scientific Concepts. ED 229 275
Children's Concept Learning: The Child's Concept of Life. ED 229 126
Children's Conceptions of Spatial Relationships in Drawings and Photographs. ED 229 400
Effecting Changes in Cognitive Structures Amongst Physics Students. ED 229 238
Pre-Instructional Conceptions about Transformations of Substances. ED 229 235
Public Knowledge and Private Understandings. ED 229 256
Students' Notions About the Energy Concept--Before and After Physics Instruction. ED 229 237
The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances. ED 229 281
The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report. ED 228 855
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report. ED 229 121

Concept Mapping
Concept Mapping for Individual Assessment. ED 229 399

Concept Teaching
The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances. ED 229 281
The Pedagogy of Concept Learning in the Elementary Grades: An Interdisciplinary Approach. ED 229 303

Conceptual Tempo
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children. ED 229 167

Conferences
School Drug Abuse Policy Development Guide: For School and Community Officials. ED 228 602

Confidential Records
Automated Circulation Systems as a Source of Secondary Information. ED 229 043

Confidentiality
A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges. ED 228 568

Conflict
Correlates of Fighting in First and Second Grade Children: A Naturalistic Study. ED 229 127

Conflict Resolution
Choices: A Unit on Conflict and Nuclear War. ED 229 313
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve. ED 229 315
Negotiations. ED 228 885
Race and the Use of Legal Services: A Case Study of Chinese Americans. ED 229 293
United States Academy of Peace Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session on S.1889 to Establish the United States Academy of Peace, and for Other Purposes. ED 229 310

Congruence (Psychology)
Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time. ED 228 437

Consciousness Raising
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools. ED 229 474

Conservation (Concept)
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15. ED 229 269

Conservation (Environment)
Resources for the Future. Annual Report for the Year Ending September 30, 1982. ED 229 229
Sharing British Columbia's Water Resources. A Teaching Unit for Secondary Schools. ED 229 305

Conservation Education
Approved Practices in Soil Conservation. Fifth Edition. ED 229 220
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982). ED 229 282
Energy Adventure Center. Activity Book. Revised and Expanded Edition. ED 229 244

Consonant Clusters
Phonemic Analysis and the Development of Spelling. ED 229 143

Consonants
Phonemic Analysis and the Development of Spelling. ED 229 143

Consortia
Coalition Building: Drawing Universal Truths from Biased History. ED 229 300

Consultants
Adaptability of Organizational Innovations as a Function of Eco-System Management. ED 228 563
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report. ED 228 584
In Search of a Community College President. ED 229 067
Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4. ED 228 501
Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4. ED 228 520
The Role of a Consultant in a Superintendency Search. Superintendent Career Development Series No. 7. ED 228 747

Consultation Programs
Resource Specialist Training Resources. Volume I. ED 228 774

Consumer Economics
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10. ED 229 028
Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14. ED 228 511

Consumer Education
Planning Vocational Home Economics Programs for Secondary Schools. ED 228 454

Content Analysis
A Study of How Basal Readers Reflect Family Living Styles. ED 228 630
Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests. ED 229 446
Educational Content of Basal Reading Texts: Implications for Comprehension Instruction. ED 228 611
The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education. ED 229 285
The 1980 Presidential Debates. Special Issue. ED 228 682

Content Area Reading
A Reading Guide: Assisting Content Area Teachers. ED 228 633
Background Knowledge: Context and Familiarity in Reading Comprehension. ED 228 901
Cognitive Process Instruction: New Approaches to Learning in Science. ED 228 614
Semantic Webbing in Science. ED 228 622
Teaching Reading in the Mathematics Class. ED 228 618

Content Area Writing
Writing at the Center of the Curriculum: The Michigan Program. ED 228 659

Context Clues
Background Knowledge: Context and Familiarity in Reading Comprehension. ED 228 901

Contextual Analysis
Theoretical Roots and Pedagogical Implications for Contextual Evaluation. ED 228 638

Continuing Education
Evaluating Organizational Change Strategies for University Continuing Education. ED 228 963
The Library and the Independent Adult Learner: An Annotated Bibliography. ED 229 010

Continuous Progress Plan
A Multiple-Progress Plan for the Small School? ED 229 184

Contraception
Taking the Initiative: A Green Light for Contraceptive Responsibility? ED 228 600

Contracts
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel. ED 229 061
Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9. ED 228 487
Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9. ED 228 506
Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9. ED 228 525

Controversial Issues (Course Content)
An Annotated Bibliography of Teaching Bioethics in the Public Secondary School. ED 229 232

Conventional Instruction
A Comparison of the Outcomes of Three Early Childhood Programs Based upon Developmental Sequencing. ED 229 170
A Multiple-Progress Plan for the Small School? ED 229 184

Convergent Thinking
The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking. ED 229 435

Cooking Instruction
Campground Cookery. Outdoor Living Skills Series. Instructor Manual. ED 229 180

Cooperating Teachers
Improving the Student Teaching Experience: A Cooperative Effort. ED 229 349

Cooperative Education
BIC (Business-Industry Council): A Concept Paper for Administrative Discussion. ED 229 068
Increasing Community Involvement in Cooperative Vocational Education. ED 228 433

Cooperative Institutional Research Program
The American Freshman: National Norms for Fall 1982. ED 228 906

Cooperative Planning
Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979). ED 229 007
Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977). ED 229 012
State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431. ED 228 543
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act. ED 228 395

Cooperative Programs
Basic Skills in the U.S. Work Force. The Contrasting Perceptions of Business, Labor, and Public Education. ED 229 456
Building Support through Successful Coalitions. ED 228 742
Coalition Building: Drawing Universal Truths from Biased History. ED 229 300
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report. ED 228 390
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report. ED 229 065
Small Business Training: A Guide for Program Building. ED 229 072
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools. ED 229 482

Coping
Battered Women: The Relationship of Stress, Support and Coping to Adjustment. ED 228 577
Coping with Parental Problems: Issues in Judging Effectiveness. ED 228 588

Core Curriculum
The New York State Core Curriculum for English as a Second Language in the Secondary Schools. ED 228 878

Corporal Punishment
Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom. ED 228 721

Corporate Education
Corporate Education and Training. ED 228 931

Correctional Institutions
Women Employed in Corrections. ED 228 540

Correctional Rehabilitation
Women Employed in Corrections. ED 228 540

Cost Effectiveness
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report. ED 228 390
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District. ED 228 704
Model Adoption Exchange Payment System: Executive Summary. ED 229 111
Models for Estimating Costs of Computerized Instruction. ED 229 006
Telefax Library Information Network. Executive Report. ED 229 031
Telefax Library Information Network. Final Report. ED 229 029
Telefax Library Information Network. TALINET II Continuation Grant. ED 229 030
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits. ED 228 408

Cost Estimates
Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8. ED 228 524
Models for Estimating Costs of Computerized Instruction. ED 229 006
Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A. ED 228 782
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report. ED 228 928

Cost Indexes
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature. ED 228 724

Council on Comprehensive Education
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools. ED 229 484

Counseling
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners." ED 228 465
The Vocational Counselor and Guidance Team. ED 228 393

Counseling Effectiveness
Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982. ED 228 562
Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981. ED 228 561
The Impact of Continuing Contact on Therapeutic Change. ED 228 595

Counseling Services
Job Assistance for Battered Women. ED 229 063

Counseling Techniques
Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982. ED 228 562
Integration of Formal, Nonformal and Informal Support Systems. ED 228 549
Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981. ED 228 561
The Impact of Continuing Contact on Therapeutic Change. ED 228 595
The Single-Parent Family: A Complex System. ED 228 599

Counselling and Home Training Program (Cana
Families with Deaf Children: The Effects of Early Intervention. ED 228 753

Counselor Attitudes
"Physician, Heal Thyself": Language, Like Air, Can Be Unhealthful; Counselor-Educators Should Lead Clean-Up. ED 228 575
Employers' Perceptions of Hiring the Qualified Disabled. ED 228 453

Counselor Client Relationship
A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges. ED 228 568
Integration of Formal, Nonformal and Informal Support Systems. ED 228 549

Counselor Educators
"Physician, Heal Thyself": Language, Like Air, Can Be Unhealthful; Counselor-Educators Should Lead Clean-Up. ED 228 575

Counselor Role
A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges. ED 228 568
Integration of Formal, Nonformal and Informal Support Systems. ED 228 549
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors. ED 228 573

Counselor Training
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering. ED 228 439
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors. ED 228 573

Course Content
Computer Literacy: Rationale, Definition and Practices. ED 228 983
PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C. ED 228 516
The Content of Organizational Communication: Movement towards Agreement. ED 228 666
Water Treatment Plant Operation. Volume 1. A Field Study Training Program. ED 229 243

Course Descriptions
The Content of Organizational Communication: Movement towards Agreement. ED 228 666

Course Evaluation
A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College. ED 229 087

Course Objectives
Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series. ED 228 460
The Pedagogy of Value-Confrontation. ED 229 056

Courseware Evaluation
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner. ED 228 457

Court Doctrine
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard." ED 228 687

Court Judges
The Development of the Methodology of Judicial Behavior Research: A Historical Review and Critique of the Use and Teaching of Methods. ED 229 289

Court Litigation
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools. ED 228 703
Bargaining. ED 228 729
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75. ED 228 712
Employees. ED 228 728
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions. ED 228 679
Finance. ED 228 732
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard." ED 228 687
Governance. ED 228 727
Higher Education. ED 228 734
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions. ED 229 118
Limited Monarchy: The Rise and Fall of Student Rights. ED 228 697
Negotiation Research Digest, April 1967-June 1975. ED 229 333
Property. ED 228 733
Public Law 94-142: How to Keep the Ball In Your Court and Out of the Law Court. ED 228 736
Pupils. ED 228 730
School Officials and the Courts: Update 1982. ERS Monograph. ED 228 695
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual. ED 229 120
The Supreme Court's Impact on Public Education. ED 228 717
The Yearbook of School Law, 1982. ED 228 726
Torts. ED 228 731

Court Role
Limited Monarchy: The Rise and Fall of Student Rights. ED 228 697

Creative Activities
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners. ED 228 791

Creative Development
Educating the Gifted, Talented and Creative. ED 228 817

Creative Dramatics
Informal Drama in the Elementary Language Arts Program. ED 228 653

Creative Expression
Informal Drama in the Elementary Language Arts Program. ED 228 653

Creative Play
Effects of Creative and Idealized Toys on Children's Play. ED 229 137

Creative Teaching
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions. ED 228 892

Creative Writing
Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B. ED 228 814

Creativity
Educating the Gifted, Talented and Creative. ED 228 817
The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking. ED 229 435

Credibility
Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program. ED 229 404

Credit (Finance)
Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17. ED 228 495
Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17. ED 228 514
Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17. ED 228 533
Study of Guaranteed Student Loan Default Rates. ED 228 952
The Role of Educational Debt in Consumers' Total Debt Structure. ED 228 939
Toward Improvement of Credit Policies on Guaranteed Student Loans. ED 228 953

Crime
Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18. ED 228 534
Women and Spatial Change: Learning Resources for Social Science Courses. ED 229 325

Crime Prevention
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign. ED 228 996
Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18. ED 228 496
Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18. ED 228 515

Criminal Justice
Innovation Adoption Decisions in Organizations: An Empirical Investigation. ED 228 696

Criteria
Basic State Plan: State-Federal Agreement, 1982. ED 229 044
The Child Development Associate Program: A Guide to Training. (Second Edition). ED 229 099

Criterion Referenced Tests
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation. ED 229 451

Critical Thinking
Developing Reasoning as the Fourth R.
ED 229 308
Enriched Upper Elementary Language Arts Unit: Logical Thinking, Grades 5-6. Bulletin No. 346-D.
ED 228 816
How to Teach Chess in the Public Schools: A Course Outline.
ED 229 302
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals.
ED 229 424
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284
Critical Thinking Skills Performance Assess
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals.
ED 229 424
Cross Cultural Studies
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272
The Kalamazoo College Foreign Study Program: The Present and the Future.
ED 228 849
Cross Cultural Training
Being There.
ED 228 894
Cross Examination Debate Association
CEDA Yearbook.
ED 228 668
Cross Validation
Comparison of the Incremental Validity of the Old and New MCAT.
ED 229 411
Cubans
A Look at the Socio-Economic Adaptation of Mariel Cubans.
ED 229 466
Cultural Activities
Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches.
ED 229 286
What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209
Cultural Awareness
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315
Good Reading from and about Australia for 10-15 Year Olds.
ED 229 298
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
ED 229 319
Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum.
ED 228 846
Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII.
ED 228 678
Some Current Problems in Communicative Language Teaching.
ED 228 835
Cultural Background
Old Beliefs = Taimaknaqtat.
ED 229 177
Perez Self-Concept Inventory. Test Manual.
ED 228 877
Race and the Use of Legal Services: A Case Study of Chinese Americans.
ED 229 293
Cultural Context
Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853
Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies.
ED 228 900
Integration of Formal, Nonformal and Informal Support Systems.
ED 228 549
Restored Behavior and Oral Traditions.
ED 228 684
The Evaluative Role of Participant Observation.
ED 229 306
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980).
ED 228 446
Cultural Differences
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474
Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology.
ED 229 134
Parental Involvement in the Identification of Gifted Mexican American Children.
ED 228 819
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428
Reading, Writing, and Culture Shock.
ED 228 876
Role Salience on Three Continents (Australia, Europe and North America).
ED 228 425
Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778
The Social Worker and the Indian Client.
ED 229 192
Cultural Education
Net Making = Kuvrinialiq.
ED 229 178
Old Beliefs = Taimaknaqtat.
ED 229 177
Summer Fish Camp.
ED 229 179
The New York State Core Curriculum for English as a Second Language in the Secondary Schools.
ED 228 878
Cultural Exchange
Evaluation Studies of Bilingual Programs in Canada.
ED 228 889
Cultural Influences
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270
Cultural Interrelationships
Restored Behavior and Oral Traditions.
ED 228 684
Cultural Traits
The Puerto Rican Family: Tradition and the Emergence of Change.
ED 229 492
Culture
Major Definitions of the Concept of Culture: A Review of the Literature.
ED 229 292
Culture Conflict
The Construction of Meaning in a Second Language: The Polemics of Family and School.
ED 228 871
Curriculum
Quality Education for the Severely Handicapped.
ED 228 812
Curriculum Development
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263
Arts and the Curriculum for the 80s.
ED 229 329
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090
Chicken or Egg? Communicative Methodology or Communicative Syllabus Design.
ED 228 895
Committee Handbook for Common Learning.
ED 229 083
Computer Literacy: Rationale, Definition and Practices.
ED 228 983
Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies.
ED 229 283
Curriculum Decision-Making and Educational Television.
ED 229 000
Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 386
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265
Early Childhood Education: Curriculum Organization and Classroom Management.
ED 229 175
Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario."
ED 228 864
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Innovation in the Science Curriculum: Classroom Knowledge and Curriculum Change.
ED 228 904
Instructional Computing--A Planning Guide: Reaching for the Future.
ED 228 988
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267
Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234.
ED 228 473
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472
Professional Improvement Plans in Science.
ED 229 279
Professional Preparation for Careers in Safety.
ED 229 386
Project 88: A New Technical Nursing Curriculum. Final Report.
ED 228 383
Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
ED 229 323
Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273
Teaching the History of Medicine at a Medical Center.
ED 228 913
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098
The Future of the Microcomputer in the Speech Communication Classroom.
ED 228 669
Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).
ED 229 255
Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982).
ED 229 254
Translation of a Taxonomy into a Curriculum Guide.
ED 229 081
Curriculum Guides
Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
ED 228 804
Translation of a Taxonomy into a Curriculum Guide.
ED 229 081
Curriculum Problems
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090
CDA
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098
The Child Development Associate Program: A Guide to CDA Program Administration.
ED 229 101
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100
The Child Development Associate Program: A Guide to Training. (Second Edition).
ED 229 099
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
ED 229 102
Daily Living Skills
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.
ED 228 777
English I. Revised .
ED 228 476
Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped.
ED 228 759
Data Analysis
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
ED 229 405
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
ED 229 105
The Measurement of Effectiveness: Some Methodological Problems.
ED 229 426
Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.
ED 228 391
Data Collection
Data Collection Manual and Sampling Plan. Public Online Catalog Study.
ED 229 015
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.
ED 229 398
Is Unobtrusive Ethical?
ED 229 427
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
ED 229 105
Monitoring for Effectiveness of Compliance: Master Guide, Part B--Education of the Handicapped Act.
ED 228 783
Postponing the Encyclopedia: Children as Researchers.
ED 228 650
Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.
ED 228 391
Working in Classrooms: Learning in Science Project.
ED 229 442
Data Processing
Helping Admissions and Records Officers Communicate with Computer Centers: What Their Needs Are.
ED 228 914
Data Transmission
Computer Communications and New Services. CCITT Achievements.
ED 228 999
Databases
Social Science Libraries Section. Special Libraries Division. Papers.
ED 229 039
Videotex Applications in the Technical Information Service. Research Notes 115.
ED 228 981
Daughters
Mothers and Daughters in 20th Century Native American and Immigrant Autobiography.
ED 229 189
Day Care
Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139
Early Childhood Education: A Handbook for Program Development in a Day Nursery.
ED 229 140
Educating the American Public: A Survey of Child Care Articles in Popular Women's Magazines, 1959 to 1981.
ED 229 149
Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325
Day Care Centers
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences.
ED 229 106
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115
Deafness
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
ED 228 787
Families with Deaf Children: The Effects of Early Intervention.
ED 228 753
Deakin University (Australia)
Developing an Off Campus Studies Program at Deakin University.
ED 228 908
Deans
A Monograph Sequel: Have You Ever Thought of Being a Dean?
ED 228 968
Death
An Annotated Bibliography of Literature Dealing with the Need for Death Education.
ED 229 360
Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117
Debate
CEDA Yearbook.
ED 228 668
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ED 228 679
The 1980 Presidential Debates. Special Issue.
ED 228 682
Debt (Financial)
The Educational Indebtedness of Graduate and Professional Students.
ED 228 972
Decision Making
A Context for Career Decision Making. Research Report.
ED 228 467
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997
Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
ED 228 820
Curriculum Decision-Making and Educational Television.
ED 229 000
Developing Reasoning as the Fourth R.
ED 229 308
Educational Decision Making in Students' Careers. Final Report.
ED 228 586
Generalizations from Five Years of Research on Assessment and Decision Making.
ED 228 828
How to Teach Chess in the Public Schools: A Course Outline.
ED 229 302
Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres, cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869
Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489
Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508
Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527
Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522
The Development of the Methodology of Judicial Behavior Research: A Historical Review and Critique of the Use and Teaching of Methods.
ED 229 289
The Implications of Placement Decisions of Spanish Speaking Children.
ED 229 211
The Pine County Model for Special Education Delivery: A Data-Based System.
ED 228 830
The Relationship Between Evaluative Data and School Decision-Making.
ED 229 437
Decision Making Skills
Assessment and Curriculum Guide for Special Students.
ED 228 402
Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 228 427
Declining Enrollment
A Demographic Overview of Postsecondary Education.
ED 228 935
Decoding (Reading)
The Distribution of Working Memory Capacity in Reading.
ED 229 412
Definitions
A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.
ED 228 824
An Analysis of the Conceptual Framework Underlying Definitions of Learning Disabilities.
ED 228 826
Computer Literacy: Rationale, Definition and Practices.
ED 228 983
Major Definitions of the Concept of Culture: A Review of the Literature.
ED 229 292
Public-Policy Implications of Different Definitions of Learning Disabilities.
ED 228 827
Socially Withdrawn Children: A Review.
ED 228 831
Degree Requirements
Committee Handbook for Common Learning.
ED 229 083
Delinquency
Hispanic Diversity in New York City.
ED 229 462
Delinquent Rehabilitation
Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982.
ED 228 562
Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981.
ED 228 561
Delivery Systems
Model Adoption Exchange Payment System: Executive Summary.
ED 229 111
Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395
The Child Development Associate Program: A Guide to CDA Program Administration.
ED 229 101
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115
The Pine County Model for Special Education Delivery: A Data-Based System.
ED 228 830
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
ED 229 458
Demography
"Terrain Paper" on Demography and Higher Education.
ED 228 938
A Demographic Analysis of Students and Their GTA Instructors.
ED 228 670
American Families and Social Policies for Services to Children.
ED 229 157
Demographics and the Dailies: Stalking the Upscale Reader.
ED 228 681
Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752
Hispanic American Diversity.
ED 229 464
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107
Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
ED 229 309
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
ED 228 403
Demonstration Programs
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.
ED 228 780
Exemplary Media Programs in School Districts of South Carolina.
ED 228 993
Innovation Adoption Decisions in Organizations: An Empirical Investigation.
ED 228 696
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
ED 228 754
OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982.
ED 228 756
Telecommunications and the Rural American, Today and Tomorrow.
ED 229 203
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755
Dental Technicians
Translation of a Taxonomy into a Curriculum Guide.
ED 229 081
Department of Education
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 922
U.S. Department of Education Annual Report, Fiscal Year 1982.
ED 228 748
Departments
Curriculum Decision-Making and Educational Television.
ED 229 000
Dependents
The Effects of Phasing Out Social Security Student Benefits.
ED 228 970
Depth Perception
Children's Conceptions of Spatial Relationships in Drawings and Photographs.
ED 229 400
Descriptive Writing
Predictive Models of Cognitive Complexity and Language Use.
ED 228 661
Desegregation Plans
An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.
ED 228 739
Ways to Improve Schools and Education. Final Interim Report.
ED 228 738
Desensitization
Effects of Two Treatments on Anxiety, Self-Concept and Locus of Control.
ED 228 564
Design Requirements
Computer Communications and New Services. CCITT Achievements.
ED 228 999
Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3.
ED 228 984
Developing Nations
Communications in Developing Countries.
ED 228 986
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315
Round Table of Editors of Library Journals. Papers.
ED 229 032
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257
The Educational Use of Mass Media. World Bank Staff Working Paper No. 491.
ED 229 002
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980).
ED 228 446
Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
ED 228 758
Developmental Disabilities
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
ED 228 808
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
ED 228 798
Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752
Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report.
ED 228 766
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779
Developmental Programs
A Comparison of the Outcomes of Three Early Childhood Programs Based upon Developmental Sequencing.
ED 229 170
Bridge Reading Handbook.
ED 228 624
Early Childhood Education: Curriculum Organization and Classroom Management.
ED 229 175
Developmental Quotient
Biological and Social Correlates of Mental Development in Young Children.
ED 229 112
Developmental Stages
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658
Parenting Education - Child Development Stages.
ED 229 198
Developmental Studies Programs
The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
ED 229 086

DeKalb School District GA
A Policy and Administrative Procedure for Reduction in Force, Adopted June 11, 1979.
ED 228 690

Diagnostic Teaching
Social Skills: Principles, Procedures and Practices.
ED 228 762

Diagnostic Tests
Resource Specialist Training Resources. Volume III.
ED 228 776

Diagrams
The Right Brain: An Active Partner in Written Literacy.
ED 228 610

Dialect Studies
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning.
ED 228 891

Diaries
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363

Dietetics
Nutrition Super Stars 7th and 8th Grades .
ED 229 375
Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant.
ED 228 536

Dietitians
Geriatric Nutrition Workshop for the Dietetic Assistant.
ED 228 537

Digit Span Test (Case and Kurland)
The Distribution of Working Memory Capacity in Reading.
ED 229 412

Dimensional Preference
Effects of Creative and Idealized Toys on Children's Play.
ED 229 137

Direct Instruction Model
Teaching Children to Comprehend Main Ideas.
ED 228 623

Disabilities
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.
ED 228 780
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807
Adapting the Physical Education Program for the Student with Special Needs: A Supplement to the K-12 Physical Education Curriculum Guide.
ED 228 771
Alliances in Advocacy for Disabled Children and Youth.
ED 228 789
An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning.
ED 228 829
An Analysis of Current Practice in Referring Students for Psychoeducational Evaluation: Implications for Change.
ED 228 823
An Investigation of Exceptional Twins.
ED 228 818
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.
ED 228 777
Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
ED 228 820
Assessing and Evaluating the Career Development of Special Education Students.
ED 228 761
Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 228 427
Community Advisory Committee Guidelines. Volume I.
ED 228 810
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
ED 228 805
Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education.
ED 228 806
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435
Employers' Perceptions of Hiring the Qualified Disabled.
ED 228 453
Evaluation Case Studies. WESTAR Series Paper #16.
ED 228 795
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791
Handbook for Vocational School Psychology.
ED 228 760
Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom.
ED 228 757
Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801
In the Mainstream: A Bibliography on the Disabled in Manitoba.
ED 228 770
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790
Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380
Labor Market Experiences of Handicapped Youth.
ED 228 445
Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop. TADscripts '82.
ED 228 792
Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793
Monitoring for Effectiveness of Compliance: Master Guide, Part B--Education of the Handicapped Act.
ED 228 783
Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
ED 228 825
OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982.
ED 228 756
Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803
Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802
Public Law 94-142: How to Keep the Ball In Your Court and Out of the Law Court.
ED 228 736
Pupils.
ED 228 730
Reflections on Growing Up Disabled.
ED 228 794
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
ED 228 772
Resource Specialist Training Resources. Volume I.
ED 228 774
Resource Specialist Training Resources. Volume II.
ED 228 775
Resource Specialist Training Resources. Volume III.
ED 228 776
Social Skills: Principles, Procedures and Practices.
ED 228 762
Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A.
ED 228 782
Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
ED 228 804
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02.
ED 228 763
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
ED 228 821
The Pine County Model for Special Education Delivery: A Data-Based System.
ED 228 830
The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.
ED 228 781
The SEECC Pre-School Project: Parent-Partner Training Program.
ED 228 764
Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
ED 228 758
Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.
ED 228 450
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
ED 228 408
VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404

Disadvantaged
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study.
ED 229 104
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
ED 229 105
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS).
ED 229 108

Disadvantaged Youth
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
ED 229 207

Disarmament
Choices: A Unit on Conflict and Nuclear War.
ED 229 313
Peace Studies.
ED 228 917

Discipline
Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459
Parenting Education - Discipline Skills.
ED 229 199
Positive Approaches to Classroom Discipline.
ED 228 707

Discipline Policy
Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom.
ED 228 721
Positive Approaches to Classroom Discipline.
ED 228 707

Disclaimers
The Preschool Child's Comprehension of Television Commercial Disclaimers.
ED 229 122

Discourse Analysis
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646
Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851
Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173
Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852

Discourse Modes
The Value and Function of Poetic Writing.
ED 228 635

Discourse Organization
Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173

Discussion (Teaching Technique)
Improving and Encouraging Discussions in the Classroom.
ED 229 338

Diseases
Office Safety (Part II).
ED 228 539

Dismissal (Personnel)
A Policy and Administrative Procedure for Reduction in Force, Adopted June 11, 1979.
ED 228 690

Displaced Workers
Human Resource Implications of Robotics.
ED 228 547
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Display Aids
Communications in Developing Countries.
ED 228 986

Divergent Thinking
The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking.
ED 229 435

Doctoral Degrees
Graduate and Professional Education: A Review of Recent Trends.
ED 228 932

Documentation
Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition.
ED 229 016

Documentation and Technical Assistance Proj
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 475
TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Donors
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095

Dress Codes
Limited Monarchy: The Rise and Fall of Student Rights.
ED 228 697

Drinking Water
Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

Dropout Attitudes
A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.
ED 229 069

Dropout Characteristics
A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.
ED 229 069

Dropout Prevention
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report.
ED 228 584
Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911
Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912
Vocational Education and the High School Dropout.
ED 228 397

Dropout Rate
Long-Term Effects of Parent Education Follow Through Program Participation.
ED 229 113

Dropouts
A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.
ED 229 069
Vocational Education and the High School Dropout.
ED 228 397

Drug Abuse
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised.
ED 228 555
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised.
ED 228 554
Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised.
ED 228 551
Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised.
ED 228 556
Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised.
ED 228 553
Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised.
ED 228 552
School Drug Abuse Policy Development Guide: For School and Community Officials.
ED 228 602

Drug Education
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised.
ED 228 555
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised.
ED 228 554
Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised.
ED 228 551
Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised.
ED 228 556
Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised.
ED 228 553
Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised.
ED 228 552
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.
ED 228 550

Drug Rehabilitation
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report.
ED 228 584
The Spanish Family Guidance Center of Miami.
ED 229 465

Drug Use
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised.
ED 228 555
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised.
ED 228 554
Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised.
ED 228 551
Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised.
ED 228 556
Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised.
ED 228 553
Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised.
ED 228 552
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.
ED 228 550

Dual Career Family
Support Networks of Dual Career Couples.
ED 228 590

Dyslexia
Polyglot Dyslexia.
ED 228 800
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609

Early Experience
In Pursuit of the Elusive Elixir: Predictors of First Grade Reading.
ED 229 109
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779

Early Parenthood
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
ED 229 458

Early Reading
A Differentiated Program in Reading for Gifted/Talented.
ED 228 606

Eating Habits
Nutrition Super Stars 5th and 6th Grades .
ED 229 376

Ecology
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
ED 228 785
Adaptability of Organizational Innovations as a Function of Eco-System Management.
ED 228 563
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107

Economic Development
BIC (Business-Industry Council): A Concept Paper for Administrative Discussion.
ED 229 068
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470

Economic Factors
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
ED 229 057
Demographics and the Dailies: Stalking the Upscale Reader.
ED 228 681
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34.
ED 229 490
Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484
Rich News: Metropolitan Dailies and the Urban Poor.
ED 228 680
Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479

Economic Impact
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
ED 229 057
Education and Economic Well-Being: The Role of Non-Market Effects.
ED 229 288

Economic Impact Studies
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
ED 229 057

Economic Research
Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295

Economic Status
Education and Economic Well-Being: The Role of Non-Market Effects.
ED 229 288

Economically Disadvantaged
A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78.
ED 229 499
Basic State Plan: State-Federal Agreement, 1982.
ED 229 044
Rich News: Metropolitan Dailies and the Urban Poor.
ED 228 680
Social Marginality, Academic Achievement and Vocational Development.
ED 229 500
Women and Children: Alone and in Poverty.
ED 229 453

Economics
Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312

Economics Education
Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education.
ED 229 290
Developing Reasoning as the Fourth R.
ED 229 308
Selection of a Research Topic in Economic Education.
ED 229 307

Editing
The Bridge to Real Writing: Teaching Editing Skills.
ED 228 639

Education
Education and Economic Well-Being: The Role of Non-Market Effects.
ED 229 288
Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295

Education for All Handicapped Children Act
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
ED 228 787
Alliances in Advocacy for Disabled Children and Youth.
ED 228 789
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
ED 228 805
Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education.
ED 228 806
Public Law 94-142: How to Keep the Ball In Your Court and Out of the Law Court.
ED 228 736

Education Majors
An Evaluation of a Teacher Education Program.
ED 229 373
Have Skills: Will Teach?
ED 229 335

Education Work Relationship
Basic Skills in the U.S. Work Force. The Contrasting Perceptions of Business, Labor, and Public Education.
ED 229 456
Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
ED 229 294
Projects in Progress--FY 1982. A Report for the Coordinating Committee on Research in Vocational Education.
ED 228 468
Secondary Schooling and the World of Work.
ED 228 407
Serving Adult Learners. Collaborative Approaches in Five Communities.
ED 228 545
Social Marginality, Academic Achievement and Vocational Development.
ED 229 500
The Structure of Work and the Underutilization of College-Educated Workers.
ED 228 699
The Work-Education Consortium Project: A Report on the First Two Years.
ED 228 392

Educational Administration
Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
ED 229 323
Settlement Patterns and the Governing Structures of 19th Century School Systems.
ED 228 706
Theory and Practice in Education Policy and Administration: An Hermeneutics Perspective. Abridged Version.
ED 228 693

Educational Assessment
A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.
ED 229 401
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Getting Prepared: Nonformal Education in Boy Scouts.
ED 229 327
Rebuilding Education to Make It Work. Report.
ED 228 689
Telecommunications in Rural America: Special Populations, Special Problems.
ED 229 204
The Peel Secondary Followup Study: First Biennial Report.
ED 228 720
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education.
ED 228 711
19 Improving Schools and Why: Their "Formula for Success."
ED 228 713

Educational Attainment
A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78.
ED 229 499

Educational Attitudes
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers.
ED 228 443
Audience Reaction to Educational Accounts.
ED 229 421

Educational Background
Selected Characteristics of Persons in Environmental Science: 1978.
ED 229 231
The American Freshman: National Norms for Fall 1982.
ED 228 906

Educational Benefits
Community, Educational, and Social Impact Perspectives.
ED 228 456
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report.
ED 228 390

Educational Change
A Philosophical Approach to Educational Change
ED 229 379
Applicability of "Standards for Evaluations of Educational Programs, Projects and Materials" in an International Setting.
ED 229 390
Preparing the Climate for Public Education in Coming Decades.
ED 228 710
Rebuilding Education to Make It Work. Report.
ED 228 689
Resource Specialist Training Resources. Volume II.
ED 228 775
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472

Educational Cooperation
Building Support through Successful Coalitions.
ED 228 742
Coalition Building: Drawing Universal Truths from Biased History.
ED 229 300
Serving Adult Learners. Collaborative Approaches in Five Communities.
ED 228 545
State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431.
ED 228 543
The Master Teacher Program at Colorado State University--Collaboration for Growth.
ED 229 382

The Work-Education Consortium Project: A Report on the First Two Years. ED 228 392

Educational Development
Education in Qatar. ED 229 395

Educational Diagnosis
An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities. ED 229 054
Educational Decision Making in Students' Careers. Final Report. ED 228 586
Polyglot Dyslexia. ED 228 800

Educational Economics
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community. ED 229 057

Educational Environment
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences. ED 229 106
Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement. ED 229 457
Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3. ED 228 984
The Turbulent Field of Public School Administration. ED 228 691

Educational Equity (Finance)
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature. ED 228 724
Overview of the State Allocation Process for Campus-Based Student Aid. ED 228 973
Tuition Tax Credits: Issues of Equity. ED 228 701

Educational Facilities Improvement
A Guide for Planning and Construction of Public School Facilities in Georgia. Media Center Facilities. Revised. ED 228 723

Educational Facilities Planning
A Guide for Planning and Construction of Public School Facilities in Georgia. Media Center Facilities. Revised. ED 228 723

Educational Finance
Finance. ED 228 732
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada. ED 228 924
The Financial Resource Allocation Process at Compton Community College: A Redirection. ED 229 055
The Impacts of Block Grants on the Governance of Federally Supported Bilingual Education Programs: Lessons Learned from Previous Block Grant Legislation. ED 229 208
The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States. ED 229 181
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education. ED 228 711
Undergraduate Postsecondary Education. ED 228 940

Educational Games
ESL Teachers and Students Making and Playing Games. ED 228 836
Multicultural Mathematics Materials. ED 229 250
Playing Games in the Writing Class: How Exercises Work. ED 228 645
The Use of Microcomputers for Mathematics Instruction in Grades 1-4. ED 229 240

Educational History
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series. ED 229 090
Humanizing Adult Education Research: Five Stories from the 1930's. ED 228 399
Settlement Patterns and the Governing Structures of 19th Century School Systems. ED 228 706
Teaching the History of Medicine at a Medical Center. ED 228 913
The Federal Role in Postsecondary Education. ED 228 937
The Philosophical Foundations of Lifelong Learning. ED 228 426
The Queensland Itinerant Teacher Service 1901-1930 ED 229 185
Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3. ED 228 463

Educational Improvement
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools. ED 229 473
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools. ED 229 474
Basic Skills in the U.S. Work Force. The Contrasting Perceptions of Business, Labor, and Public Education. ED 229 456
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools. ED 229 485
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings. ED 229 447
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use. ED 229 448
Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools. ED 229 469
Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools. ED 229 476
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma). ED 229 278
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools. ED 229 482
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools. ED 229 471
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System. ED 229 102
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools. ED 229 475
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools. ED 229 480

Educational Innovation
Bilingualism for the Future. ED 228 873
Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program. ED 228 962
Innovation in the Science Curriculum: Classroom Knowledge and Curriculum Change. ED 228 904

Educational Legislation
Negotiation Research Digest, April 1967-June 1975. ED 229 333
The Impacts of Block Grants on the Governance of Federally Supported Bilingual Education Programs: Lessons Learned from Previous Block Grant Legislation. ED 229 208
Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325. ED 228 419

Educational Malpractice
Torts. ED 228 731

Educational Media
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02. ED 228 763

Educational Needs
An Annotated Bibliography of Literature Dealing with the Need for Death Education. ED 229 360
Community, Educational, and Social Impact Perspectives. ED 228 456
Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies. ED 229 283
Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report. ED 228 766
Microcomputers in Marketing Education. ED 228 417
On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session. ED 228 544
Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223. ED 228 412
Project 88: A New Technical Nursing Curriculum. Final Report. ED 228 383
Selection of a Research Topic in Economic Education. ED 229 307
Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report. ED 228 416

Educational Objectives
An Investigation of Selected Community School Terminations. Research Report 82-108. ED 228 455
Basic Skills Program Standards. ED 228 651
Community, Educational, and Social Impact Perspectives. ED 228 456
Practical Procedures for Internationalizing an Academic Unit. ED 228 919
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education. ED 228 711
Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981). ED 229 255
Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982). ED 229 254

Educational Opportunities
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper. ED 229 467

Educational Philosophy
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy. ED 229 348
Competence: Analysis, Critique, Reassessment. A Report of a Conference Held May 18-20, 1980, under the Auspices of the College of Education, the Pennsylvania State University. ED 229 337
Education. Vol. I.: The Philosophy of Education. Third Edition - Enlarged. ED 229 215
Parent Handbook, Laboratory Nursery School. ED 229 176
The Philosophical Foundations of Lifelong Learning. ED 228 426

Educational Planning
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4. ED 228 464
State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431. ED 228 543
Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary . ED 229 202
Telecommunications and the Rural American, Today and Tomorrow. ED 229 203

Educational Policy
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper. ED 229 467
Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario." ED 228 864
Examining Secondary Vocational Programs with High and Low Training-Related Placement. ED 228 409
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report. ED 229 388
Swedish Research and Debate About Bilingualism. A Critical Review of the Swedish Research and Debate about Bilingualism and Bilingual Education in Sweden from an International Perspective. ED 228 843
Theory and Practice in Education Policy and Administration: An Hermeneutics Perspective. Abridged Version. ED 228 693

Educational Practices
A Look at the Curriculum and Instruction Gap in the Secondary School. ED 229 383
Childhood in America: A Contemporary Portrait. ED 229 144
Project PACCE CBAE Materials User's Guide. ED 228 477
Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981. ED 229 323
Social Studies in the Eighties: Old Problems, Current Trends, New Responses. ED 229 326
The Implications of Placement Decisions of Spanish Speaking Children. ED 229 211
The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools. ED 229 477

Educational Psychology
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers. ED 228 406

Educational Quality
A Guide for the Systematic Review of Academic Programs. ED 229 079
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores. ED 229 401
International Symposium on the Evolution of the Content of General Education Over the Next Two Decades. (Paris, France, July 7-11, 1980). Final Report. ED 229 334
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma). ED 229 278
Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports. ED 229 356
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education. ED 228 711

Educational Radio
Instructional Radio. Teacher's Guide, 1981-82. ED 228 994
ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction. ED 228 995
The Educational Use of Mass Media. World Bank Staff Working Paper No. 491. ED 229 002
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology. ED 228 837

Educational Research
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management. ED 229 454
A Year of Basic Skills Testing and Compensatory Education in Louisiana. ED 229 252
Evaluation: Policy Issues. ED 228 396
Federal Policy in Action: A Case Study of an Urban Education Project. ED 229 488
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada. ED 228 924
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools. ED 229 486
Reading through the Curriculum. ED 228 613
Research and Consciousness of World Views. ED 229 436
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools. ED 229 475
The Evaluative Role of Participant Observation. ED 229 306
Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3. ED 228 463

Educational Researchers
Evaluation of the Research Function in a Large Community College District. ED 229 089
Evaluator Types: Do Differences Matter? ED 229 429

Educational Resources
Resources in Education (RIE). Volume 18, Number 9. ED 228 378

Educational Sociology
Education. Vol. I.: The Philosophy of Education. Third Edition - Enlarged. ED 229 215

Educational Status Comparison
Social Marginality, Academic Achievement and Vocational Development. ED 229 500

Educational Strategies
A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students. ED 229 341
Instructional Strategies for Serving Special Populations in Vocational Education. ED 228 380

Educational Technology
Applications of Electronic Technologies to Rural Education. ED 229 205
How Microcomputers May Redefine English Teaching. ED 228 640
Rebuilding Education to Make It Work. Report. ED 228 689
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02. ED 228 763

Educational Telecommunications for Alaska P
Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report. ED 229 003

Educational Television
Curriculum Decision-Making and Educational Television. ED 229 000
Fire Education and the News. ED 228 541
ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction. ED 228 995
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2. ED 228 990
The Educational Use of Mass Media. World Bank Staff Working Paper No. 491. ED 229 002

Educational Testing
Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers. ED 229 428
Primary Teachers' Assessment Practices: Some Implications for Teacher Training. ED 229 346

Educational Theories
A Look at the Curriculum and Instruction Gap in the Secondary School. ED 229 383
Reading through the Curriculum. ED 228 613

Educational Trends
A Teacher Survey NEA Report: Computers in the Classroom. ED 229 343
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series. ED 229 090
Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests. ED 229 413
How Microcomputers May Redefine English Teaching. ED 228 640
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A. ED 229 064
Microcomputers in Marketing Education. ED 228 417
Project 88: A New Technical Nursing Curriculum. Final Report. ED 228 383
Quality High Schools: What Principals Have to Say. Monograph. ED 228 716
Social Studies in the Eighties: Old Problems, Current Trends, New Responses. ED 229 326
Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982). ED 229 254

Educationally Disadvantaged
An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils. ED 229 432
The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment. ED 229 501

Elections
Settlement Patterns and the Governing Structures of 19th Century School Systems. ED 228 706
The 1980 Presidential Debates. Special Issue. ED 228 682

Electricity
Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education. ED 228 475

Electronic Equipment
Computer Communications and New Services. CCITT Achievements. ED 228 999

Electronics
Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education. ED 228 475

Elementary School Mathematics
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6. ED 229 263
Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3. ED 229 260
Children's Quantitative Notion of Rational Number. ED 229 218
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8. ED 229 265
How to Choose and Create Good Problems for Primary Children. ED 229 216
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17. ED 229 271
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9. ED 229 266
Learning to Compute. Indigenous Mathematics Project. Working Paper 1. ED 229 258
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8. ED 229 253
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10. ED 229 267
Multicultural Mathematics Materials. ED 229 250
Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7. ED 229 264
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2. ED 229 259
Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20. ED 229 273
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18. ED 229 272
The Use of Microcomputers for Mathematics Instruction in Grades 1-4. ED 229 240

Elementary School Science
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report. ED 229 226
Add a Little Frill: Science in the Elementary School. ED 229 277
Aerospace Bibliography. Seventh Edition. ED 229 246
Career Education Program for Elementary Students: Science. ED 228 466
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance. ED 229 230
Pre-Instructional Conceptions about Transformations of Substances. ED 229 235
Students' Notions About the Energy Concept--Before and After Physics Instruction. ED 229 237

Elementary School Students
Children's Understanding of Feelings: A Developmental Study. ED 229 138
In Pursuit of the Elusive Elixir: Predictors of First Grade Reading. ED 229 109
Long-Term Effects of Parent Education Follow Through Program Participation. ED 229 113
Message Plausibility and Children's Ability to Monitor Their Own Comprehension. ED 229 136
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades. ED 229 155
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades. ED 229 156
Phonemic Analysis and the Development of Spelling. ED 229 143
Script Development and Memory Organization. ED 229 160
The Development of Basic Formal Math Abilities. ED 229 153
The Effects of Televised Preplays on Children's Attention and Comprehension. ED 229 161
The Socialization of White Females in Classrooms. ED 229 135

Elementary Schools
The Elementary School Principalship in North Dakota, No. 18. ED 228 746

Elementary Secondary Education
The Practice of Testing in Elementary and Secondary Schools. ED 229 391

Elementary Secondary Education Act Title I
Evaluation of Project FAST (Federally Assisted Staff Training). ED 229 397
Promoting Evaluation Use Through Technical Assistance: An SEA Example. ED 229 433
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982. ED 229 207

Eligibility
A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped. ED 228 824
An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities. ED 228 954
Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education. ED 228 820
Characteristics of State Grant Programs in 1982-83. ED 228 947
Guaranteed Student Loans: A Background Paper. Report No. 1. ED 228 950
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor. ED 228 922
Preschool Program Guidelines. ED 229 141
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5. ED 228 957
Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor. ED 228 923

Emergency Jobs Programs Extension Act 1976
CETA: Assessment of Public Service Employment Programs. ED 228 423

Emotional Disturbances
Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange. ED 228 797
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report. July 1, 1981 to June 30, 1982. ED 228 754
The Mental Health of College and University Professors Engaged in Teacher Education. ED 228 959
The Therapeutic Use of Animals with the Handicapped. ED 228 768

Emotional Response
Reading, Writing, and Culture Shock. ED 228 876
The Effect of Maternal Touching on Infant Social Referencing. ED 229 152

Employed Women
Managerial Women in Mixed Groups: Implications of Recent Research. ED 228 665
The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations. ED 228 589
The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children. ED 229 103
Three Generations: The NLS of Labor Market Experience of Women. ED 228 566
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication. ED 229 095
Women Employed in Corrections. ED 228 540

Employee Attitudes
Organizational Integration: Attitudes toward Sex or Race Related Programs within One Organization. ED 228 579

Employer Attitudes
Employers' Perceptions of Hiring the Qualified Disabled. ED 228 453
Illinois Alternative Schools and the Employment and Training Community. ED 228 400
Project 88: A New Technical Nursing Curriculum. Final Report. ED 228 383
Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report. ED 228 416
Walworth County Employer Needs Assessment Study. ED 229 097

Employer Employee Relationship
Bargaining. ED 228 729
Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12. ED 228 490
Sexual Harassment on the Job. A Guide for Employers. ED 228 422

Employment Counselors
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report. ED 228 584
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering. ED 228 439

Employment Experience
Selected Characteristics of Persons in Environmental Science: 1978. ED 229 231
Three Generations: The NLS of Labor Market Experience of Women. ED 228 566

Employment Level
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences. ED 229 398
The New Engineer: Black and White, Male and Female. ED 229 251

Employment Opportunities
A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78. ED 229 499
Professional Preparation for Careers in Safety. ED 229 386
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater). ED 228 961
The Overeducated American in the 1980s. ED 228 933
Women Employed in Corrections. ED 228 540

Employment Patterns
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up. ED 228 609
The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations. ED 228 589
Three Generations: The NLS of Labor Market Experience of Women. ED 228 566
Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk. ED 228 391
Women Employed in Corrections. ED 228 540
Work Patterns of Full-Time College Students in 1974 and 1981. ED 228 969

Employment Potential
Employers' Perceptions of Hiring the Qualified Disabled. ED 228 453

Employment Practices
Employees. ED 228 728
Employers' Perceptions of Hiring the Qualified Disabled. ED 228 453
Planning Faculty Reduction. ED 228 925
Sexual Harassment on the Job. A Guide for Employers. ED 228 422

Employment Programs
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report. ED 228 584
CETA: Assessment of Public Service Employment Programs. ED 228 423
Job Assistance for Battered Women. ED 229 063
Youths at High Risk for Unemployment: Evaluation of an Intervention Program. ED 228 582

Employment Projections
Projections of Demand for Vocational Teachers, 1978-1982. ED 228 410
Vocational Teaching Areas in Need of Additional Personnel. ED 228 411

Employment Qualifications
Computer Concepts for VTAE Food Service. Final Report. ED 228 438

Employment Services
Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals. ED 228 450

Employment Statistics
Projections of Demand for Vocational Teachers, 1978-1982. ED 228 410
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater). ED 228 961

Endangered Species
Thinking Globally and Acting Locally: Environmental Education Teaching Activities. ED 229 214

Energy
Energy Adventure Center. Activity Book. Revised and Expanded Edition. ED 229 244
Resources for the Future. Annual Report for the Year Ending September 30, 1982. ED 229 229
Students' Notions About the Energy Concept--Before and After Physics Instruction. ED 229 237
Thinking Globally and Acting Locally: Environmental Education Teaching Activities. ED 229 214

Energy Conservation
Energy Adventure Center. Activity Book. Revised and Expanded Edition. ED 229 244

Energy Education
Energy Adventure Center. Activity Book. Revised and Expanded Edition. ED 229 244

Engineering
National Science Foundation. Grants and Awards for Fiscal Year 1981. ED 229 225

Engineering Drawing
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234 ED 228 473

Engineering Education
The New Engineer: Black and White, Male and Female. ED 229 251

Engineers
Selected Characteristics of Persons in Environmental Science: 1978. ED 229 231
The New Engineer: Black and White, Male and Female. ED 229 251

England
Towards a Personal Guidance Base. A Project Report. ED 228 447
TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report. ED 228 448

English
Glossary of English-Farsi Agricultural Terms. ED 228 833

English (Second Language)
A Lexical Approach to Passive in ESL. ED 228 902
An Enrichment Model for Gifted/Talented ESL Pupils. ED 228 898
Applied Linguistics: The Use of Linguistics in ESL. ED 228 840
ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report. ED 228 857
Background Knowledge: Context and Familiarity in Reading Comprehension. ED 228 901
Being There. ED 228 894
Does the EFL Reader Need Reading Strategies More Than Language? Some Experimental Evidence. ED 228 848
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report. ED 228 887
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. ED 228 888
ESL Teachers and Students Making and Playing Games. ED 228 836
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language. ED 228 838
Interlanguage Modality. ED 228 861
Negotiations. ED 228 885
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. ED 228 890
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning. ED 228 891
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions. ED 228 892
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning. ED 228 893
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers. ED 228 428
Perspectives on TESOL. ED 228 874
Reading, Writing, and Culture Shock. ED 228 876
Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23. ED 228 452
Some Current Problems in Communicative Language Teaching. ED 228 835
The Communicative Classroom: Tasks, Materials, Methodology. ED 228 896
The Construction of Meaning in a Second Language: The Polemics of Family and School. ED 228 871
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology. ED 228 837
The New York State Core Curriculum for English as a Second Language in the Secondary Schools. ED 228 878
Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers. ED 228 847
Words: What Goes with What? ED 228 872

English for Special Purposes
English for Special Purposes in Adult ESL. ED 228 899

English Instruction
Computers in the English Classroom: A Primer for Teachers. ED 228 654
English I. Revised . ED 228 476
How Microcomputers May Redefine English Teaching. ED 228 640
Idea Exchange for English Teachers. ED 228 642
The ALAN Review. Spring, 1983. ED 228 655

English Speaking
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study. ED 229 168
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships. ED 229 105

Enrichment Activities
An Enrichment Model for Gifted/Talented ESL Pupils. ED 228 898

Enrollment
Noncollegiate Postsecondary Schools with Occupational Programs, 1982. National Center for Education Statistics: Early Release. ED 228 436
Parent Handbook, Laboratory Nursery School. ED 229 176

Enrollment Influences
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4. ED 229 091
A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82. ED 229 069
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30. ED 229 058
Factors Influencing Pursuit of the Bachelor's Degree by Police Officers. ED 228 414

Enrollment Projections
Nevada 2000: Future Directions for Nevada's Colleges and Universities. ED 228 921

Enrollment Trends
A Demographic Overview of Postsecondary Education. ED 228 935
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4. ED 229 091
Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980. ED 228 934
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981. ED 228 941
Noncollegiate Postsecondary Schools with Occupational Programs, 1982. National Center for Education Statistics: Early Release. ED 228 436
Spring Enrollment Report: University of Hawaii, Community Colleges, Spring 1983 (As of March 10, 1983). ED 229 094
Undergraduate Postsecondary Education. ED 228 940

Entomology
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects . ED 228 785

Entrepreneurship
Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5. ED 228 483
Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5. ED 228 502
Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5. ED 228 521
Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10. ED 228 488
Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10. ED 228 507
Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10. ED 228 526
Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9. ED 228 487
Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9. ED 228 506
Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9. ED 228 525
Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2. ED 228 480
Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2. ED 228 499
Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2. ED 228 518
Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3. ED 228 481
Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3. ED 228 500
Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3. ED 228 519
Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8. ED 228 486
Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8. ED 228 505
Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8. ED 228 524
Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15. ED 228 493
Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15. ED 228 512
Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15. ED 228 531
Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7. ED 228 485
Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7. ED 228 504
Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7. ED 228 523
Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11. ED 228 489
Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11. ED 228 508
Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11. ED 228 527
Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16. ED 228 494
Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16. ED 228 513
Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16. ED 228 532
Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17. ED 228 495
Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17. ED 228 514
Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17. ED 228 533
Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12. ED 228 490
Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12. ED 228 509
Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12. ED 228 528
Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14. ED 228 492
Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14. ED 228 511
Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14. ED 228 530
Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4. ED 228 482
Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4. ED 228 501
Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4. ED 228 520
Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6. ED 228 484
Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6. ED 228 503
Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6. ED 228 522
Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13. ED 228 491
Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13. ED 228 510
Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13. ED 228 529
Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18. ED 228 496
Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18. ED 228 515
Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18. ED 228 534
PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C. ED 228 516
PACE (Revised). Resource Guide. Research & Development Series No. 240D. ED 228 535
PACE Instructor Guide. Level 1. Research & Development Series No. 240A. ED 228 478
PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B. ED 228 497
Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1. ED 228 479
Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1. ED 228 498
Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1. ED 228 517

Environmental Education
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982). ED 229 282
Developing Study Stations on Your School Site. ED 229 221
Mathematics and Global Survival. ED 229 233
Thinking Globally and Acting Locally: Environmental Education Teaching Activities. ED 229 214

Environmental Education Research
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982). ED 229 282

Environmental Influences
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers. ED 228 443

Environmental Quality
Resources for the Future. Annual Report for the Year Ending September 30, 1982. ED 229 229

Equal Education
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper. ED 229 467
Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future. ED 228 434
Inner-City Private Elementary Schools: A Study. ED 229 455
Statement on the Fiscal Year 1983 Education Budget. Clearinghouse Publication 73. ED 228 705

Equal Employment Opportunity Commission
Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission. ED 228 420

Equal Opportunities (Jobs)
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management. ED 229 454
Employees. ED 228 728
Legitimizing Race as a Decision Making Criterion: Where Are We Going? ED 229 498
Organizational Integration: Attitudes toward Sex or Race Related Programs within One Organization. ED 228 579
Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission. ED 228 420

Equated Scores
Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model. ED 229 450

Equipment Maintenance
Robotics Technician Training at Macomb Community College. ED 228 385
Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization. ED 228 992

Equipment Utilization
Robotics Technician Training at Macomb Community College. ED 228 385

Error of Measurement
Adjusting Observational Ratings to Improve Inter-Rater Consistency. ED 229 420

Error Analysis (Language)
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students. ED 228 646

Eskimos
Net Making = Kuvrinislia. ED 229 178
Old Beliefs = Taimaknaqtat. ED 229 177
Summer Fish Camp. ED 229 179

Ethics
An Annotated Bibliography of Teaching Bioethics in the Public Secondary School. ED 229 232
Is Unobtrusive Ethical? ED 229 427
The Ethics of Communication: There's Enough Blame to Go Around. ED 228 686

Ethnic Bias
Towards a Model of Ethnic Prejudice in Cognition and Discourse. Prepublication/Working Paper No. 1. ED 229 296

Ethnic Discrimination
Towards a Model of Ethnic Prejudice in Cognition and Discourse. Prepublication/Working Paper No. 1. ED 229 296

Ethnic Groups
Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology. ED 229 134

Ethnic Heritage Studies Program
A School District Guide for Evaluating Programs for the Gifted. ED 229 439

Ethnic Stereotypes
The Puerto Rican Family: Tradition and the Emergence of Change. ED 229 492

Ethnic Studies
Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests. ED 229 413
Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9. ED 229 027

Ethnicity
Research Issues concerning the Puerto Rican Child and Family. ED 229 459
The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22. ED 229 489

Ethnocentrism
Reading, Writing, and Culture Shock. ED 228 876

Ethnography
ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report. ED 228 857
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16. ED 229 270
The Evaluative Role of Participant Observation. ED 229 306

Ethnology
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes Transparencies, Bibliography, Exercises. Teaching Packages #12. ED 229 053

Etiology
Polyglot Dyslexia. ED 228 800
Socially Withdrawn Children: A Review. ED 228 831
TAC Serendipity: Random Thoughts on Unanticipated Outcomes. ED 229 418

Evaluation
Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers. ED 229 428
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary. ED 228 431

Evaluation Criteria
A Demographic Analysis of Students and Their GTA Instructors. ED 228 670
A Guide for the Systematic Review of Academic Programs. ED 229 079
A Quantitative Model for Assessing Faculty Promotion. ED 229 438
A School District Guide for Evaluating Programs for the Gifted. ED 229 439
Affective Responses of Community College Students to Self-Selected Criteria of Success. ED 229 078
An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3. ED 228 636
Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program. ED 229 404
Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria. ED 229 443
College Students' Perceptions of Effective Teaching: Process Over Product. ED 229 340
Computers in the English Classroom: A Primer for Teachers. ED 228 654
Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials. ED 229 410
Evaluating Individualized Programs. ED 229 408
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4. ED 228 464
Evaluation Standards: Reorganization for the Brazilian Educational Reality. ED 229 407
Have Skills: Will Teach? ED 229 335
Online Catalog Study: Final Report. ED 229 051
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation. ED 229 402

Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks. ED 229 370

Evaluation Methods
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures. ED 229 394
A Quantitative Model for Assessing Faculty Promotion. ED 229 438
A Survey of Parent/Child Assessment Practices in Applied Settings. ED 228 593
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation. ED 229 409
Audience Reaction to Educational Accounts. ED 229 421
College Students' Perceptions of Effective Teaching: Process Over Product. ED 229 340
Components of Teaching as Measured by Student Ratings. ED 229 393
Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials. ED 229 410
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation. ED 229 451
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4. ED 228 464
Evaluation Case Studies. WESTAR Series Paper #16. ED 228 795
Evaluation Standards: Reorganization for the Brazilian Educational Reality. ED 229 407
Evaluator Types: Do Differences Matter? ED 229 429
Generalizations from Five Years of Research on Assessment and Decision Making. ED 228 828
How to (and How Not to) Conduct an Assessment of Student Writing. ED 229 396
Indian Foster and Adoptive Care Manual. ED 229 201
Personality Correlates of Moral Reasoning: A Preliminary Report. ED 228 558
Primary Teachers' Assessment Practices: Some Implications for Teacher Training. ED 229 346
Procedures for Kentucky Accreditation Program. ED 228 744
Social Skills: Principles, Procedures and Practices. ED 228 762
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison. ED 228 821
The Evaluative Role of Participant Observation. ED 229 306
Theoretical Roots and Pedagogical Implications for Contextual Evaluation. ED 228 638
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks. ED 229 370

Evaluation Needs
Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials. ED 229 410
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation. ED 229 402
The Measurement of Effectiveness: Some Methodological Problems. ED 229 426
Theoretical Roots and Pedagogical Implications for Contextual Evaluation. ED 228 638
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks. ED 229 370

Evaluation Utilization
A School District Guide for Evaluating Programs for the Gifted. ED 229 439
Audience Reaction to Educational Accounts. ED 229 421
Promoting Evaluation Use Through Technical Assistance: An SEA Example. ED 229 433
The Relationship Between Evaluative Data and School Decision-Making. ED 229 437

Evaluative Thinking
Audience Reaction to Educational Accounts. ED 229 421

Evaluator Characteristics
Evaluator Types: Do Differences Matter? ED 229 429

Evaluator Types (Meltsner)
Evaluator Types: Do Differences Matter? ED 229 429

Evaluators
Evaluator Types: Do Differences Matter? ED 229 429

Exceptional Persons
Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series. ED 228 427

Expectation
Burnout: A Term in Search of a Theory. ED 228 596
Suggestion and Expectancy in Emotional Socialization. ED 229 151

Expenditure Per Student
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District. ED 228 704
Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A. ED 228 782
Study of the Cost to Deliver Student Financial Aid on Campus. Final Report. ED 228 926

Expenditures
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report. ED 228 927

Experiential Learning
An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers. ED 229 351
Campground Cookery. Outdoor Living Skills Series. Instructor Manual. ED 229 180

Experimenter Characteristics
Evaluator Types: Do Differences Matter? ED 229 429

Expert Witness
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual. ED 229 120

Expository Writing
Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C. ED 228 815

Extension Education
Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom. ED 228 909
Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University. ED 228 910
Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia. ED 228 920

External Degree Programs
Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom. ED 228 909
Developing an Off Campus Studies Program at Deakin University. ED 228 908
Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University. ED 228 910
Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia. ED 228 920

Extracurricular Activities
Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools. ED 229 491

Extramural Athletics
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports. ED 229 357

Eye Fixations
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272. ED 228 615

Eye Hand Coordination
Children's Changing Capacity to Process Information. ED 229 380

Eye Movements
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272. ED 228 615

ERIC
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report. ED 229 388

Facial Expressions
The Categorical Perception of Facial Expressions by 7-Month-Old-Infants. ED 229 130

Facility Evaluation
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary. ED 228 431

Facility Guidelines
A Guide for Planning and Construction of Public School Facilities in Georgia. Media Center Facilities. Revised. ED 228 723

Facility Planning
Planning an Outdoor Learning Environment for a Small School. ED 229 183

Facsimile Transmission
Telefax Library Information Network. Executive Report. ED 229 031
Telefax Library Information Network. Final Report. ED 229 029
Telefax Library Information Network. TALINET II Continuation Grant. ED 229 030

Factor Analysis
Principles of Adult Learning Scale: Followup and Factor Analysis. ED 228 424

Factor Structure
What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test. ED 229 415

Faculty Development
Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs. ED 228 386
Low Cost/High Value Staff Development Program. ED 229 088
Professional Development Bibliography and Resources for Collegiate Administrators and Student Personnel Workers. ED 228 915

Faculty Evaluation
A Quantitative Model for Assessing Faculty Promotion. ED 229 438
College Students' Perceptions of Effective Teaching: Process Over Product. ED 229 340
The Evaluation of Faculty Teaching Performance. ED 228 916

Faculty Promotion
A Quantitative Model for Assessing Faculty Promotion. ED 229 438

Faculty Recruitment
In Search of a Community College President. ED 229 067

Faculty Workload
Developing a Workload Formula for High Technology Faculty. ED 229 093

Failure
Effects of Achievement Tendencies and Competitive Outcomes on Performance. ED 229 367
Explanations for Failures of Youth Organizations. ED 228 440
Round Table of Editors of Library Journals. Papers. ED 229 032

Family (Sociological Unit)
A Study of How Basal Readers Reflect Family Living Styles. ED 228 630
Improving Citizenship Education: Elementary Handbook. ED 229 321
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34. ED 229 490
Research Issues concerning the Puerto Rican Child and Family. ED 229 459
The Puerto Rican Family: Tradition and the Emergence of Change. ED 229 492

Family Attitudes
Role Salience on Three Continents (Australia, Europe and North America). ED 228 425

Family Characteristics
American Families and Social Policies for Services to Children. ED 229 157
An Analysis of Bias in the Selection of School Outliers. ED 229 406
Hispanic American Diversity. ED 229 464
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS). ED 229 108
Predictors of Scientific Majors for Black and White College Students. ED 228 967
The Puerto Rican Family: Tradition and the Emergence of Change. ED 229 492

Family Day Care
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation. ED 229 115

Family Educational Rights and Privacy Act 1
The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum. ED 228 692

Family Environment
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences. ED 229 106
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study. ED 229 104
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships. ED 229 105

Family Income
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981. ED 228 941
Changing Characteristics of Student Aid Recipients, 1974, 1981. ED 228 943
Discretionary Income and College Costs. ED 228 944
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34. ED 229 490

Family Involvement
Summer Fish Camp. ED 229 179

Family Life
A Study of How Basal Readers Reflect Family Living Styles. ED 228 630
Childhood in America: A Contemporary Portrait. ED 229 144
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences. ED 229 106
Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies. ED 228 900
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report. ED 228 808

Family Planning
China: Demographic Billionaire. ED 229 224

Family Problems
A Survey of Parent/Child Assessment Practices in Applied Settings. ED 228 593
Coping with Parental Problems: Issues in Judging Effectiveness. ED 228 588
Parenting Education - Preparing for Parenthood. ED 229 196

Family Relationship
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly. ED 228 598
The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22. ED 229 489

Family Structure
Proximity in Parks: Naturalistic Observation of Family Interactions. ED 229 172

Farm Management
The Therapeutic Use of Animals with the Handicapped. ED 228 768

Fatherless Family
Sex-Role Development and Father-Absence: Comparing Meta-Analyses. ED 229 125
The Single-Parent Family: A Complex System. ED 228 599

Fathers
A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children. ED 229 165

Federal Aid
Another Look at SSIG. ED 228 946
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981. ED 228 941
Changing Characteristics of Student Aid Recipients, 1974, 1981. ED 228 943
Criteria for the Evaluation of Student Loan Alternatives. ED 228 936
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A). ED 228 958
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor. ED 228 922
Overview of the State Allocation Process for Campus-Based Student Aid. ED 228 973
Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education. ED 228 942
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5. ED 228 957
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation. ED 228 956
Statement on the Fiscal Year 1983 Education Budget. Clearinghouse Publication 73. ED 228 705
Student Financial Assistance and State Policy. ED 228 955
Summary of College Board Studies on the SSIG Program. ED 228 945
Summary of SHEEO Survey. ED 228 930
The Effects of Phasing Out Social Security Student Benefits. ED 228 970
The Federal Role in Postsecondary Education. ED 228 937

Federal Government
Citizen Participation in the American Federal System. ED 229 316
Improving Citizenship Education: Secondary Handbook. ED 229 322
Legitimizing Race as a Decision Making Criterion: Where Are We Going? ED 229 498

Federal Indian Relationship
The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States. ED 229 181

Federal Legislation
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States. ED 228 787
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8. ED 229 026
Increasing Community Involvement in Cooperative Vocational Education. ED 228 433
Recent Federal Legislation Added Listening as a Determinant of Literacy: Educators Must Provide Listening Instruction. ED 228 674
Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor. ED 228 923
Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325. ED 228 419

Federal Programs
An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities. ED 228 954
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary. ED 228 777
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering. ED 228 439
Federal Policy in Action: A Case Study of an Urban Education Project. ED 229 488
Guaranteed Student Loans: A Background Paper. Report No. 1. ED 228 950
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program. ED 228 929
Statement on the Fiscal Year 1983 Education Budget. Clearinghouse Publication 73. ED 228 705
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report. ED 228 927
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report. ED 228 928
The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States. ED 229 181
U.S. Department of Education Annual Report, Fiscal Year 1982. ED 228 748

Federal Regulation
Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10. ED 228 488
Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10. ED 228 507
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised. ED 228 805
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect. ED 228 700
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5. ED 228 957

Federal State Relationship
Another Look at SSIG. ED 228 946
Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 228 421
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation. ED 228 956
Student Financial Assistance and State Policy. ED 228 955
Summary of College Board Studies on the SSIG Program. ED 228 945
Summary of SHEEO Survey. ED 228 930

Feedback
Competence Information and Intrinsic Motivation: A Process Approach. ED 228 592
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report. ED 229 121
Type and Perception of Feedback and Teacher Change. ED 229 350
TAC Serendipity: Random Thoughts on Unanticipated Outcomes. ED 229 418

Feeling Words Curriculum
The Feeling Words Curriculum: The Missing Link. ED 228 643

Fellowships
National Science Foundation. Grants and Awards for Fiscal Year 1981. ED 229 225

Females
An Analysis of Social Interactions between Preschool Children and Adults. ED 229 142
Course Differentiation in the High School: The Perspective of Working Class Females. ED 228 401
Instructional Strategies for Serving Special Populations in Vocational Education. ED 228 380
Moving through the Organization: A Field Study Assessment of the Patron System. ED 228 675
Politeness Strategies in the Interaction of Women and Men. ED 229 324
The Socialization of White Females in Classrooms. ED 229 135
Women and Children: Alone and in Poverty. ED 229 453
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication. ED 229 095
Women and Spatial Change: Learning Resources for Social Science Courses. ED 229 325

Field Studies
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6. ED 229 263
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8. ED 229 265
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4. ED 229 261
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9. ED 229 266
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10. ED 229 267
Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7. ED 229 264
Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20. ED 229 273
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18. ED 229 272
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools. ED 229 475
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16. ED 229 270

Field Tests
The Use of Microcomputers for Mathematics Instruction in Grades 1-4. ED 229 240

Film Industry
Portrait of a Contemporary Drive-In Movie Theater Audience. ED 228 660

Films
Portrait of a Contemporary Drive-In Movie Theater Audience. ED 228 660

Financial Aid Applicants
Changing Characteristics of Student Aid Recipients, 1974, 1981. ED 228 943

Financial Needs
Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8. ED 228 524
Work Patterns of Full-Time College Students in 1974 and 1981. ED 228 969

Financial Policy
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports. ED 229 357
Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission. ED 228 420
Student Financial Assistance and State Policy. ED 228 955
Summary of SHEEO Survey. ED 228 930

Financial Problems
An Investigation of Selected Community School Terminations. Research Report 82-108. ED 228 455
Discretionary Income and College Costs. ED 228 944
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A. ED 229 064
Phases of Recognition and Management of Financial Crisis in Public Organizations. ED 228 688
Planning Faculty Reduction. ED 228 925

Financial Services
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program. ED 228 929
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3. ED 228 975
Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4. ED 228 948
Toward Improvement of Credit Policies on Guaranteed Student Loans. ED 228 953

Financial Support
Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8. ED 228 486
Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8. ED 228 505
Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 228 421
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District. ED 229 071

Fine Arts
Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches. ED 229 286
Programming in the Arts: An Impact Evaluation. ED 229 287

Fire Education and the News Program
Fire Education and the News. ED 228 541

Fire Protection
Fire Education and the News. ED 228 541

Fishing
Summer Fish Camp. ED 229 179

Fishing Nets
Net Making = Kuvrinialiq.
ED 229 178
Fixed Length Testing
A Theory-based Comparison of the Reliabilities of Fixed-length and Trials-to-criterion Scoring of Physical Education Skills Tests.
ED 229 387
Fles
Evaluation Studies of Bilingual Programs in Canada.
ED 228 889
Flexible Facilities
Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182
Flight Training
Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time.
ED 228 437
Flinders University of South Australia
The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
ED 228 905
Florida
Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982.
ED 228 381
Folk Culture
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980).
ED 228 446
Followup Materials
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389
Food Service
Computer Concepts for VTAE Food Service. Final Report.
ED 228 438
Foods Instruction
Nutrition Super Stars 5th and 6th Grades .
ED 229 376
Summer Fish Camp.
ED 229 179
Foreign Countries
Comparisons in the Organisction, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom.
ED 228 909
Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 386
Developing an Off Campus Studies Program at Deakin University.
ED 228 908
Education in Qatar.
ED 229 395
Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom.
ED 228 757
Higher Education in Israel. Statistical Abstract 1980/81.
ED 228 918
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803
Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia.
ED 228 920
Secondary Schooling and the World of Work.
ED 228 407
Foreign Culture
Education in Qatar.
ED 229 395
Foreign Policy
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297
Foreign Students
Bilingualism for the Future.
ED 228 873
The Foreign Teaching Assistant and the Culture of the American University Class.
ED 228 897
Forestry
Approved Practices in Soil Conservation. Fifth Edition.
ED 229 220
Formal Mathematics
The Development of Basic Formal Math Abilities.
ED 229 153
Formaldehyde
Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
ED 229 228
Formative Evaluation
New Directions for Studying the Interaction between Parent Education and Family Characteristics.
ED 229 163
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
ED 228 821
The Evaluation of Faculty Teaching Performance.
ED 228 916
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs.
ED 229 416
Foster Care
Family Foster Care Reimbursement: Results of a National Survey.
ED 229 110
Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190
Foster Family
Indian Foster and Adoptive Care Manual.
ED 229 201
Foundation Programs
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised.
ED 228 977
Foundations of Education
The Philosophical Foundations of Lifelong Learning.
ED 228 426
Fractions
Children's Quantitative Notion of Rational Number.
ED 229 218
French
Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario."
ED 228 864
Evaluation Studies of Bilingual Programs in Canada.
ED 228 889
Language and Cultural Skills for Travel Industry Managers.
ED 228 886
Friendship
Factors Important in the Formation of Preschoolers' Friendships.
ED 229 164
Fry Readability Formula
The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631
Fulbright Exchange Program
American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320
Full Day Programs
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114
Full Time Students
Work Patterns of Full-Time College Students in 1974 and 1981.
ED 228 969
Functional Reading
Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380
Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped.
ED 228 759
Futures (of Society)
Arts and the Curriculum for the 80s.
ED 229 329
How Microcomputers May Redefine English Teaching.
ED 228 640
Human Resource Implications of Robotics.
ED 228 547
International Symposium on the Evolution of the Content of General Education Over the Next Two Decades. (Paris, France, July 7-11, 1980). Final Report.
ED 229 334
Microcomputers in Marketing Education.
ED 228 417
Nevada 2000: Future Directions for Nevada's Colleges and Universities.
ED 228 921
Quality High Schools: What Principals Have to Say. Monograph.
ED 228 716
General Education
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum.
ED 228 960
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090
Committee Handbook for Common Learning.
ED 229 083
International Symposium on the Evolution of the Content of General Education Over the Next Two Decades. (Paris, France, July 7-11, 1980). Final Report.
ED 229 334
General Educational Development Tests
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425
Generalization
Teaching Research Music Program for Moderately and Severely Handicapped Children.
ED 228 767
Audience Reaction to Educational Accounts.
ED 229 421
The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies.
ED 229 158
Generation Gap
Teaching and Learning about Aging. Developments in Classroom Instruction Series.
ED 228 581
Generative Grammar
A Lexical Approach to Passive in ESL.
ED 228 902
Geographic Distribution
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058
Geographic Location
Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504
Geographic Regions
Settlement Patterns and the Governing Structures of 19th Century School Systems.
ED 228 706
Geography
Geography and Map Libraries Section. Special Libraries Division. Papers.
ED 229 036
Geography Instruction
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299
Geometric Concepts
Topics for Mathematics Clubs. Second Edition.
ED 229 217
Geometry
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
ED 229 219
Georgia
A Guide for Planning and Construction of Public School Facilities in Georgia. Media Center Facilities. Revised.
ED 228 723
Guidelines and Standards for Proprietary Schools.
ED 228 702
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
ED 228 621
Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364
Georgia Academy for the Blind
Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809
German
Vocabulary Acquisition--First Year German Language Students.
ED 228 839
Gifted
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
ED 228 785
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .
ED 228 784
Educating the Gifted, Talented and Creative.
ED 228 817
Enriched Upper Elementary Language Arts Unit: Logical Thinking, Grades 5-6. Bulletin No. 346-D.
ED 228 816
Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C.
ED 228 815
Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B.
ED 228 814
Enriched Upper Elementary Language Arts Unit: Vocabulary, Grades 5-6. Bulletin No. 346-A.
ED 228 813
Parental Involvement in the Identification of Gifted Mexican American Children.
ED 228 819
Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778
Global Approach
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282
Globalizing the Professional Component of Teacher Education: Considerations for Reform.
ED 229 345
Improving Citizenship Education: Elementary Handbook.
ED 229 321
Improving Citizenship Education: Secondary Handbook.
ED 229 322
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
ED 229 319
Research and Consciousness of World Views.
ED 229 436
The Kalamazoo College Foreign Study Program: The Present and the Future.
ED 228 849
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214
Global Survival
Mathematics and Global Survival.
ED 229 233
Goal Orientation
Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499
Governance
Governance.
ED 228 727
Higher Education.
ED 228 734
Settlement Patterns and the Governing Structures of 19th Century School Systems.
ED 228 706
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education.
ED 228 711
The Yearbook of School Law, 1982.
ED 228 726
Governing Boards
Selected Readings from the Trustee Quarterly: A Special Publication for New Trustees and for Experienced Trustees New to ACCT.
ED 229 066
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095
Government (Administrative Body)
Improving Citizenship Education: Elementary Handbook.
ED 229 321
Government Publications
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299
Government Role
Informational Technology and Its Impact on American Education.
ED 228 987
Government School Relationship
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 922
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
ED 228 700
The Federal Role in Postsecondary Education.
ED 228 937
The Supreme Court's Impact on Public Education.
ED 228 717
Grade Point Average
Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082
Grade Repetition
Long-Term Effects of Parent Education Follow Through Program Participation.
ED 229 113
Monitoring Promotional Policies: A Parent Documentation.
ED 229 452
Grade 10
What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.
ED 229 415
Grade 5
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372
Grades (Scholastic)
Asterisk Grade Study Report.
ED 229 096
Grading
Asterisk Grade Study Report.
ED 229 096
Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences.
ED 228 683
Graduate Students
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958
Support of Graduate and Professional Students.
ED 228 974
The Educational Indebtedness of Graduate and Professional Students.
ED 228 972
Graduate Study
Graduate and Professional Education: A Review of Recent Trends.
ED 228 932
The Master Teacher Program at Colorado State University--Collaboration for Growth.
ED 229 382
Grammar
Idea Exchange for English Teachers.
ED 228 642
Grammatical Acceptability
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language.
ED 228 637
Grandchildren
Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly.
ED 228 576
Grandparents
Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly.
ED 228 576
Grants
Characteristics of State Grant Programs in 1982-83.
ED 228 947
National Science Foundation. Grants and Awards for Fiscal Year 1981.
ED 229 225
Great Britain
Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education.
ED 229 290
Greece (Ancient)
The Philosophical Foundations of Lifelong Learning.
ED 228 426
Green Chimneys NY
The Therapeutic Use of Animals with the Handicapped.
ED 228 768
Grievance Procedures
Bargaining.
ED 228 729
Group Dynamics
Boards and Superintendents: How to Have a Healthy Relationship.
ED 228 709
Student Team Learning Dissemination and Patterns of Use in Schools.
ED 229 371
Workshops for Teachers.
ED 229 344
Group Unity
A Look at the Socio-Economic Adaptation of Mariel Cubans.
ED 229 466
Grouping (Instructional Purposes)
A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
ED 229 341
Content Coverage and Contextual Reading in Reading Groups.
ED 228 604
Guaranteed Student Loan Program
Guaranteed Student Loans: A Background Paper. Report No. 1.
ED 228 950
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program.
ED 228 929
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report.
ED 228 927
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report.
ED 228 928
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.
ED 228 975
Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4.
ED 228 948
Study of Guaranteed Student Loan Default Rates.
ED 228 952
Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949
Toward Improvement of Credit Policies on Guaranteed Student Loans.
ED 228 953
Guidance Centers
Towards a Personal Guidance Base. A Project Report.
ED 228 447
Guidance Personnel
The Vocational Counselor and Guidance Team.
ED 228 393
Guidance Programs
Towards a Personal Guidance Base. A Project Report.
ED 228 447
Half Day Programs
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114
Handicap Identification
Alliances in Advocacy for Disabled Children and Youth.
ED 228 789
Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom.
ED 228 757
Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801
Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779
Socially Withdrawn Children: A Review.
ED 228 831
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755
Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
ED 228 758
Handicapped Childrens Early Education Progr
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.
ED 228 780
Evaluation Case Studies. WESTAR Series Paper #16.
ED 228 795
Handicrafts
Net Making = Kuvrinialiq.
ED 229 178
Hawaii
Spring Enrollment Report: University of Hawaii, Community Colleges, Spring 1983 (As of March 10, 1983).
ED 229 094
Hawaiians
Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies.
ED 228 900
Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851
Heads of Households
Women and Children: Alone and in Poverty.
ED 229 453
Health
Parenting Education - Health and Hygiene.
ED 229 197
Health Education
Nutrition Super Stars 5th and 6th Grades .
ED 229 376
Nutrition Super Stars 7th and 8th Grades .
ED 229 375
Health Needs
A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78.
ED 229 499
Sports Nutrition.
ED 229 374
Health Services
Parent Handbook, Laboratory Nursery School.
ED 229 176
Hearing Impairments
Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752
Mainstreaming the Hearing Impaired.
ED 229 080
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786
Hebrew
Reformulating Second-Language Compositions: A Potential Source of Input for the Learner.
ED 228 866
Helping Relationship
Effectiveness of a Neighborhood Based Informal Support System.
ED 228 583
Helplessness
The Nature of Self-Structure and Adaptability between Early and Late Adulthood.
ED 228 578
Hermeneutics
Theory and Practice in Education Policy and Administration: An Hermeneutics Perspective. Abridged Version.
ED 228 693
High Achievement
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
ED 228 612
High Risk Persons
Effectiveness of a Neighborhood Based Informal Support System.
ED 228 583
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790
Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982.
ED 228 751
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779
High Risk Students
The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
ED 229 086
High School and Beyond (NCES)
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.
ED 229 398
High School Equivalency Programs
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425
Catalog of Adult Education Projects, Fiscal Year 1982.
ED 228 379
High School Equivalency Program--Washington State University. 1981-82 Annual Report.
ED 229 186
Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
ED 228 449
High School Students
Course Differentiation in the High School: The Perspective of Working Class Females.
ED 228 401
High Technology
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
ED 228 471
Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report.
ED 228 416
Higher Education
"Terrain Paper" on Demography and Higher Education.
ED 228 938
Higher Education in Israel. Statistical Abstract 1980/81.
ED 228 918
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers.
ED 228 406
National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
ED 229 353
The Federal Role in Postsecondary Education.
ED 228 937
Higher Education Act Title IV
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5.
ED 228 957
Hispanic Americans
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.
ED 229 431
Hispanic American Diversity.
ED 229 464
Hispanic Diversity in New York City.
ED 229 462
The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
ED 229 463
The Spanish Family Guidance Center of Miami.
ED 229 465
History
Library Research Manual: History.
ED 229 011

History Instruction

Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies. ED 229 283

Holistic Approach

Adult Play. ED 229 384

The Feeling Words Curriculum: The Missing Link. ED 228 643

Holistic Evaluation

An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3. ED 228 636

Holocaust

Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies. ED 229 283

Home Economics

Planning Vocational Home Economics Programs for Secondary Schools. ED 228 454

Home Economics Related Occupations

Planning Vocational Home Economics Programs for Secondary Schools. ED 228 454

Home Economics Skills

Planning Vocational Home Economics Programs for Secondary Schools. ED 228 454

Home Equity Conversion Project

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project. ED 228 432

Home Instruction

Families with Deaf Children: The Effects of Early Intervention. ED 228 753

The SEECC Pre-School Project: Parent-Partner Training Program. ED 228 764

Home Visits

The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect. ED 229 195

Homemakers

Women and Spatial Change: Learning Resources for Social Science Courses. ED 229 325

Homemaking Skills

Planning Vocational Home Economics Programs for Secondary Schools. ED 228 454

Homeowners

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project. ED 228 432

Hospitality Occupations

Language and Cultural Skills for Travel Industry Managers. ED 228 886

Hospitals

Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982. ED 228 751

Human Body

Nutrition Super Stars 7th and 8th Grades . ED 229 375

Human Resources

Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12. ED 228 490

Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12. ED 228 509

Human Services

American Families and Social Policies for Services to Children. ED 229 157

Northern Network. Final Report. Program No. 13.680. ED 228 976

Humane Education

Humane Education Projects Handbook. ED 229 247

Humanism

Education. Vol. I.: The Philosophy of Education. Third Edition - Enlarged. ED 229 215

Humanistic Education

The Pedagogy of Value-Confrontation. ED 229 056

Humanities

A Humanities Context for the Language Arts. ED 228 644

Humanities Instruction

A Humanities Context for the Language Arts. ED 228 644

Humanization

Humanizing Adult Education Research: Five Stories from the 1930's. ED 228 399

Hygiene

Parenting Education - Health and Hygiene. ED 229 197

Hypothetic Organism Test

Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students. ED 229 417

Identity Formation

A Comparison of Identity and Intimacy Statuses in College Students and Alumni. ED 228 557

Ideology

Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology. ED 229 134

Illegal Immigrants

The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient. ED 229 463

The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens. ED 229 212

Illinois

A Study of Commuting Costs at Seven Illinois Public Community Colleges. ED 229 073

Illinois Alternative Schools and the Employment and Training Community. ED 228 400

Professional Role Performance Difficulties of First Year Itinerant Specialists. ED 228 802

Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports. ED 229 356

Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals. ED 228 450

Imaginative Educational Cooperation Project

Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools. ED 229 481

Immersion Programs

Evaluation Studies of Bilingual Programs in Canada. ED 228 889

Immigrants

A Look at the Socio-Economic Adaptation of Mariel Cubans. ED 229 466

Hispanic Diversity in New York City. ED 229 462

Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34. ED 229 490

Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report. ED 228 860

Mothers and Daughters in 20th Century Native American and Immigrant Autobiography. ED 229 189

Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23. ED 228 452

The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22. ED 229 489

Impact Evaluation

Manual for Using Abuse and Neglect Indicators and Index. ED 229 119

Impact Studies

R&D and Technological Change in Coal Mining. ED 228 405

Implied Authors

The Implied Author in Technical Discourse. ED 228 641

Improvement Programs

Evaluation of Project FAST (Federally Assisted Staff Training). ED 229 397

Hudson's Bay High School: A Model for Effective Schools. ED 228 735

Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools. ED 229 476

Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235. ED 228 458

Incentive Grants

Another Look at SSIG. ED 228 946

Summary of College Board Studies on the SSIG Program. ED 228 945

Incentives

Increasing Community Involvement in Cooperative Vocational Education. ED 228 433

Incidence

An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning. ED 228 829

Correlates of Fighting in First and Second Grade Children: A Naturalistic Study. ED 229 127

Income

Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980. ED 228 934

The Overeducated American in the 1980s. ED 228 933

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project. ED 228 432

Independent Study

European Expert Meeting on the Forms of Autodidactic Learning (Paris, France, October 16-19, 1979). Final Report and Recommendations. ED 228 875

Indexes

A Bibliometric Study of the Relationship of Number of Journals Scanned and Number of Relevant Headings Used in the Index to Number of Citations Retrieved in Searches of Political Science Secondary Services. ED 229 045

Resources in Education (RIE). Volume 18, Number 9. ED 228 378

Round Table of Editors of Library Journals. Papers. ED 229 032

Indian Child Welfare Act 1978

Implementing the Indian Child Welfare Act of 1978. ED 229 194

Indiana

A Competency Based Achievement Program with Local Standards. ED 229 423

Early Childhood Education: A Handbook for Program Development in a Day Nursery. ED 229 140

Indigenous Mathematics Project

Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6. ED 229 263

Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3. ED 229 260

Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8. ED 229 265

Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4. ED 229 261

Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel . ED 229 262

Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9. ED 229 266

Learning to Compute. Indigenous Mathematics Project. Working Paper 1. ED 229 258

Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10. ED 229 267

Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7. ED 229 264

Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20. ED 229 273

Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18. ED 229 272

The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14. ED 229 268

The Education of Atawe. Indigenous Mathematics Project. Working Paper 16. ED 229 270

Indigenous Populations

The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens. ED 229 212

Individual Characteristics

Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2. ED 228 480

Factors Influencing Pursuit of the Bachelor's Degree by Police Officers. ED 228 414

Individual Differences

A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children. ED 229 114

Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints. ED 228 570

Individual Instruction

Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised. ED 229 331

Individualized Education Programs

Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement. ED 228 825

Resource Specialist Training Resources. Volume III. ED 228 776

VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students. ED 228 404

Individualized Instruction

An Enrichment Model for Gifted/Talented ESL Pupils. ED 228 898

Individualized Study by Technology (IST) for Alaska, A Model for the Future? ED 229 005

Individualized Study by Technology (IST). ED 229 004

Labor Market Experiences of Handicapped Youth. ED 228 445

Individualized Programs

Evaluating Individualized Programs. ED 229 408

Individualized Study by Technology

Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report. ED 229 003

Individualized Study by Technology (IST) for Alaska, A Model for the Future? ED 229 005

Individualized Study by Technology (IST). ED 229 004

Models for Estimating Costs of Computerized Instruction. ED 229 006

Indochinese

Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations. ED 228 844

Induced Mental Imagery

Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text. ED 228 634

Induced Mental Imagery and the Written Language Expression of Young Children. ED 228 632

Industrial Education

Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education. ED 228 475

Industrial Electricity

Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education. ED 228 475

Industrial Libraries

Special Libraries Division. Papers. ED 229 033

Industrial Psychology

Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3. ED 229 021

Industrial Robotics

Human Resource Implications of Robotics. ED 228 547

Robotics Technician Training at Macomb Community College. ED 228 385

Industrial Training

Education and Training in Labor Unions. ED 228 951

Recent Federal Legislation Added Listening as a Determinant of Literacy: Educators Must Provide Listening Instruction. ED 228 674

Walworth County Employer Needs Assessment Study. ED 229 097

Industry

Corporate Education and Training. ED 228 931

Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education. ED 228 475

Infant Behavior

The Categorical Perception of Facial Expressions by 7-Month-Old-Infants. ED 229 130

The Effect of Maternal Touching on Infant Social Referencing. ED 229 152

Infants

Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980. ED 228 587

Families with Deaf Children: The Effects of Early Intervention. ED 228 753

Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom. ED 228 757

Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982. ED 228 751

Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference. ED 229 169

Interaction with Babies as Guidance in Development. ED 229 124

Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology. ED 229 134

OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982. ED 228 756

Parenting Education - Health and Hygiene. ED 229 197

Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983). ED 228 804

The SEECC Pre-School Project: Parent-Partner Training Program. ED 228 764

Influences

Examining Secondary Vocational Programs with High and Low Training-Related Placement. ED 228 409

Indian Culture and Its Relationship to Child Abuse & Neglect. Revised. ED 229 193

Innovation Adoption Decisions in Organizations: An Empirical Investigation. ED 228 696

Working With Abusive/Neglectful Indian Parents. Revised. ED 229 191

Informal Assessment

A Survey of Parent/Child Assessment Practices in Applied Settings. ED 228 593

An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities. ED 229 054

The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I. ED 229 358

The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II. ED 229 359

Information Centers

Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976). ED 229 008

Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977). ED 229 012

Special Libraries Division. Papers. ED 229 033

Information Dissemination

Computer Communications and New Services. CCITT Achievements. ED 228 999

Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982). ED 228 715

Final Report on a Queens College Program for Secondary School Personnel. ED 229 304

Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition. ED 229 016

Research and Consciousness of World Views. ED 229 436

Telefax Library Information Network. Executive Report. ED 229 031

Telefax Library Information Network. Final Report. ED 229 029

Telefax Library Information Network. TALINET II Continuation Grant. ED 229 030

TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools. ED 229 468

Videotex Applications in the Technical Information Service. Research Notes 115. ED 228 981

Information Exchange Procedures

National Libraries Section. General Research Libraries Division. Papers. ED 229 040

Information Needs

Graduate and Professional Education: A Review of Recent Trends. ED 228 932

Identifying Policymaker Information Needs for the ERIC System. A Special Project Report. ED 229 388

Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976). ED 229 008

Information Networks

Administrative Libraries Section. Special Libraries Division. Papers. ED 229 034

Geography and Map Libraries Section. Special Libraries Division. Papers. ED 229 036

National Libraries Section. General Research Libraries Division. Papers. ED 229 040

PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981). ED 228 978

Science and Technology Libraries Section. Special Libraries Division. Papers. ED 229 038

The Work-Education Consortium Project: A Report on the First Two Years. ED 228 392

University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers. ED 229 042

Information Retrieval

Administrative Libraries Section. Special Libraries Division. Papers. ED 229 034

Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan. ED 229 046

Investigations of Computer-Aided Document Search Strategies. ED 229 009

Library Research Manual: History. ED 229 011

Public Online Catalogs and Research Libraries. Final Report. ED 229 014

Information Services

California Libraries in the 1980s: Strategies for Service. ED 229 050

Computer Communications and New Services. CCITT Achievements. ED 228 999

Identifying Policymaker Information Needs for the ERIC System. A Special Project Report. ED 229 388

Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979). ED 229 007

Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976). ED 229 008

Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977). ED 229 012

Social Science Libraries Section. Special Libraries Division. Papers. ED 229 039

Videotex Applications in the Technical Information Service. Research Notes 115. ED 228 981

Information Sources

Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17. ED 228 533

PACE (Revised). Resource Guide. Research & Development Series No. 240D. ED 228 535

Information Storage

Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition. ED 229 016

Information Systems

Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition. ED 229 016

Videotex Applications in the Technical Information Service. Research Notes 115. ED 228 981

Information Technology

Administrative Libraries Section. Special Libraries Division. Papers. ED 229 034

Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979). ED 229 007

Informational Technology and Its Impact on American Education. ED 228 987

Information Utilization

A Context for Career Decision Making. Research Report. ED 228 469

Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education. ED 228 806

Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools. ED 229 469

The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools. ED 229 477

TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools. ED 229 468

Injuries

A Survey of Accidents in the Secondary School Science Laboratory. ED 229 280

Office Safety (Part II). ED 228 539

Torts. ED 228 731

Inner City Consortium IL

Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools. ED 229 482

Innovation

Adaptability of Organizational Innovations as a Function of Eco-System Management. ED 228 563

Innovation Adoption Decisions in Organizations: An Empirical Investigation. ED 228 696

Inquiry and Assistance Project

Federal Policy in Action: A Case Study of an Urban Education Project. ED 229 488

Inservice Education

Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised. ED 228 805

Evaluation of Project FAST (Federally Assisted Staff Training). ED 229 397

Final Report on a Queens College Program for Secondary School Personnel. ED 229 304

Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982. ED 228 381

Resource Specialist Training Resources. Volume I. ED 228 774

Inservice Teacher Education

An Effective Microcomputer Inservice: Designing and Using Awareness Workshops. ED 229 352

An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project. ED 228 739

Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement. ED 229 457

Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance. ED 229 230

Resource Specialist Training Resources. Volume I. ED 228 774

The Foreign Teaching Assistant and the Culture of the American University Class. ED 228 897

The Master Teacher Program at Colorado State University--Collaboration for Growth. ED 229 382

The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report. ED 228 745

Toward an Ergonomics of Adult Basic Education Instructor and Staff Development. ED 228 444

Ways to Improve Schools and Education. Final Interim Report. ED 228 738

Workshops for Teachers. ED 229 344

Institutes (Training Programs)
United States Academy of Peace Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session on S.1889 to Establish the United States Academy of Peace, and for Other Purposes.
ED 229 310

Institutional Characteristics
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
ED 229 057
An Analysis of Bias in the Selection of School Outliers.
ED 229 406
Evaluating Organizational Change Strategies for University Continuing Education.
ED 228 963
Innovation Adoption Decisions in Organizations: An Empirical Investigation.
ED 228 696
Study of Guaranteed Student Loan Default Rates.
ED 228 952
The Elementary School Principalship in North Dakota, No. 18.
ED 228 746

Institutional Evaluation
Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084

Institutional Research
Evaluation of the Research Function in a Large Community College District.
ED 229 089

Instructional Development
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
ED 229 355
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448
Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449

Instructional Improvement
Components of Teaching as Measured by Student Ratings.
ED 229 393
Professional Improvement Plans in Science.
ED 229 279
The Right Brain: An Active Partner in Written Literacy.
ED 228 610

Instructional Innovation
Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning.
ED 229 361
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions.
ED 228 892
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837
Vocabulary Acquisition--First Year German Language Students.
ED 228 839

Instructional Materials
A Survey of Materials for the Study of the Uncommonly Taught Languages: Supplement, 1976-1981.
ED 228 863
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner.
ED 228 457
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245

Insurance
Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
ED 228 496
Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.
ED 228 975

Integrated Curriculum
Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
ED 228 718
Evaluation of Integrated Model: Westwood Secondary School. Report.
ED 228 719

Integrative Processes
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
ED 229 409

Intellectual Development
Educating the Gifted, Talented and Creative.
ED 228 817
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
ED 228 442

Intellectual Disciplines
The Content of Organizational Communication: Movement towards Agreement.
ED 228 666

Intelligence Quotient
Biological and Social Correlates of Mental Development in Young Children.
ED 229 112

Intelligent Videodisc Systems
Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989

Intensive Care Units
Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982.
ED 228 751

Intention
Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133

Interaction
An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142
Teaching Practice. Documention and Technical Assistance in Urban Schools.
ED 229 470
The Coach in Action: A Descriptive Analysis.
ED 229 354
The Communicative Classroom: Tasks, Materials, Methodology.
ED 228 896

Interaction Process Analysis
A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607
Politeness Strategies in the Interaction of Women and Men.
ED 229 324

Intercultural Communication
Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII.
ED 228 678

Intercultural Programs
Practical Procedures for Internationalizing an Academic Unit.
ED 228 919

Interdisciplinary Approach
A Humanities Context for the Language Arts.
ED 228 644
Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII.
ED 228 678
Mathematics and Global Survival.
ED 229 233
Nutrition and the Arts. Arizona Nutrition Education & Training Program.
ED 229 377
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals.
ED 229 424
Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3.
ED 228 463
Writing at the Center of the Curriculum: The Michigan Program.
ED 228 659

Interest (Finance)
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.
ED 228 975
Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949

Interest Inventories
Assessing and Evaluating the Career Development of Special Education Students.
ED 228 761
Handbook for Vocational School Psychology.
ED 228 760
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444

Intergenerational Factors
Stability of Aggressive Behavior.
ED 229 131

Interlanguage
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions.
ED 228 892

International Education
Education in Qatar.
ED 229 395
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4.
ED 228 464
Practical Procedures for Internationalizing an Academic Unit.
ED 228 919

International Educational Exchange
American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320

International Organizations
Administrative Libraries Section. Special Libraries Division. Papers.
ED 229 034
Art Libraries Section. Special Libraries Division. Papers.
ED 229 035
Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers.
ED 229 037
Geography and Map Libraries Section. Special Libraries Division. Papers.
ED 229 036
National Libraries Section. General Research Libraries Division. Papers.
ED 229 040
Parliamentary Libraries Section. General Research Libraries Division. Papers.
ED 229 041
Round Table of Editors of Library Journals. Papers.
ED 229 032
Science and Technology Libraries Section. Special Libraries Division. Papers.
ED 229 038
Social Science Libraries Section. Special Libraries Division. Papers.
ED 229 039
Special Libraries Division. Papers.
ED 229 033

International Programs
Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979).
ED 229 007
Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976).
ED 229 008
IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22.
ED 229 222
Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977).
ED 229 012

International Relations
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297
Choices: A Unit on Conflict and Nuclear War.
ED 229 313
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315
Peace Studies.
ED 228 917

International Studies
Applicability of "Standards for Evaluations of Educational Programs, Projects and Materials" in an International Setting.
ED 229 390
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
ED 229 405

Interpersonal Attraction
The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation.
ED 228 667

Interpersonal Communication
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465
Moving through the Organization: A Field Study Assessment of the Patron System.
ED 228 675
Negotiations.
ED 228 885
The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation.
ED 228 667

Interpersonal Competence
A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students.
ED 228 663
Autism: Programmatic Considerations. Iowa Monograph.
ED 228 769
Correlates of Fighting in First and Second Grade Children: A Naturalistic Study.
ED 229 127
Relationship Skills Workshops in University Residence Halls: A Preventive Intervention.
ED 228 569
Social Skills: Principles, Procedures and Practices.
ED 228 762
Teaching Social and Leisure Skills to Youth with Autism.
ED 228 799
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100

Interpersonal Relationship
A Comparison of the Interpersonal Orientations of Speech Anxious and Non Speech Anxious Students.
ED 228 663
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465
Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
ED 228 572
Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly.
ED 228 576

Interprofessional Relationship
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478
Initial Report and Preliminary Recommendations.
ED 228 903
Women Nurses and Male Physicians: Their Educational Relationships.
ED 228 965

Interrater Reliability
Adjusting Observational Ratings to Improve Inter-Rater Consistency.
ED 229 420

Intervention
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
ED 228 808
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
ED 228 798
Families with Deaf Children: The Effects of Early Intervention.
ED 228 753
Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom.
ED 228 757
Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982.
ED 228 751
OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982.
ED 228 756
Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750
Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
ED 228 758

Interviews
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS).
ED 229 108
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018
Story Problem Formats: Some Interview Results.
ED 229 419

Intimacy
A Comparison of Identity and Intimacy Statuses in College Students and Alumni.
ED 228 557
Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
ED 228 572

Intrinsic Motivation
Competence Information and Intrinsic Motivation: A Process Approach.
ED 228 592

Isolation (Geographic)
Telecommunications in Rural America: Special Populations, Special Problems.
ED 229 204
The Queensland Itinerant Teacher Service 1901-1930
ED 229 185

Israel
Higher Education in Israel. Statistical Abstract 1980/81.
ED 228 918

Issues Approach
Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers.
ED 229 428

Item Banks
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213

Item Hierarchies
Concept Mapping for Individual Assessment.
ED 229 399

Itinerant Teachers
Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802
The Queensland Itinerant Teacher Service 1901-1930
ED 229 185

Japan
Japanese Management Practices: Everything You Didn't Want to Know but Should Have Asked. Preliminary Draft.
ED 228 740

Japanese
Language and Cultural Skills for Travel Industry Managers.
ED 228 886

Job Corps
The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment.
ED 229 501

Job Development
Human Resource Implications of Robotics.
ED 228 547
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470

Job Performance
Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria.
ED 229 443
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports.
ED 229 357
Teaching Practice. Documention and Technical Assistance in Urban Schools.
ED 229 470

Job Placement
Examining Secondary Vocational Programs with High and Low Training-Related Placement.
ED 228 409

Job Satisfaction
Burnout: A Term in Search of a Theory.
ED 228 596
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports.
ED 229 357
Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369
Toward an Ergonomics of Adult Basic Education Instructor and Staff Development.
ED 228 444

Job Skills
Computer Concepts for VTAE Food Service. Final Report.
ED 228 438
Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
ED 228 480
Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
ED 228 518
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Job Stress
Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394

Job Training
Corporate Education and Training.
ED 228 931
CETA: Assessment of Public Service Employment Programs.
ED 228 423
Education and Training in Labor Unions.
ED 228 951
Illinois Alternative Schools and the Employment and Training Community.
ED 228 400
Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528
Social Marginality, Academic Achievement and Vocational Development.
ED 229 500
The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment.
ED 229 501
TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
ED 228 448
Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325.
ED 228 419
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
ED 228 408
Walworth County Employer Needs Assessment Study.
ED 229 097

Joint Committee on Standards for Educ Evalu
Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials.
ED 229 410

Jordan
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297

Journalism
Rich News: Metropolitan Dailies and the Urban Poor.
ED 228 680
Technological Developments in Journalism: The Impact of the Computer in the Newsroom.
ED 228 662

Junior High School Network Project
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480

Junior High School Students
Effects of Training in Planfulness on the Performance of Eighth Graders.
ED 228 548

Justice
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ED 228 679

Juvenile Courts
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.
ED 229 317

Kalamazoo College MI
The Kalamazoo College Foreign Study Program: The Present and the Future.
ED 228 849

Kamehameha Early Education Program
Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies.
ED 228 900

Kansas
Have Skills: Will Teach?
ED 229 335

Kentucky v Rudasill
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools.
ED 228 703

Kenya
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837

Kindergarten Children
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114
Conversational Strategies in Comprehension Monitoring.
ED 229 128
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study.
ED 229 168
Long-Term Effects of Parent Education Follow Through Program Participation.
ED 229 113
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten.
ED 229 154
The Development of the Commutativity Principle and Addition Strategies in Young Children.
ED 229 148
The Development of Basic Formal Math Abilities.
ED 229 153
The Use of Economical Mental Addition Strategies by Young Children.
ED 229 147

Knowledge
Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275

Knowledge Level
Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies.
ED 229 283
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82.
ED 229 339
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241
The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.
ED 228 657
The Preschool Child's Comprehension of Television Commercial Disclaimers.
ED 229 122

Knowledge Utilization
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448
Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449

Korean Americans
Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 495

Labeling (of Persons)
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773
The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129

Labor Education
Education and Training in Labor Unions.
ED 228 951

Labor Force
Hispanic Diversity in New York City.
ED 229 462
Human Resource Implications of Robotics.
ED 228 547
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34.
ED 229 490

Labor Force Development
Corporate Education and Training.
ED 228 931
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Labor Legislation
Negotiation Research Digest, April 1967-June 1975.
ED 229 333

Labor Market
Labor Market Experiences of Handicapped Youth.
ED 228 445
The Overeducated American in the 1980s.
ED 228 933
Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.
ED 228 391

Labor Needs
Basic Skills in the U.S. Work Force. The Contrasting Perceptions of Business, Labor, and Public Education.
ED 229 456
The Structure of Work and the Underutilization of College-Educated Workers.
ED 228 699
Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.
ED 228 391

Laboratory Procedures
Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

Laboratory Safety
A Survey of Accidents in the Secondary School Science Laboratory.
ED 229 280
Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
ED 229 228
Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series
ED 228 418

Laboratory Schools
Parent Handbook, Laboratory Nursery School.
ED 229 176

Land Use
Approved Practices in Soil Conservation. Fifth Edition.
ED 229 220

Landsat Technology
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065

Landscaping
Planning an Outdoor Learning Environment for a Small School. ED 229 183

Language of Instruction
The Educational Use of Mass Media. World Bank Staff Working Paper No. 491. ED 229 002

Language Acquisition
A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children. ED 229 165
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning. ED 228 893
Polyglot Dyslexia. ED 228 800
Understanding Passives with Non-Action Verbs. ED 228 862

Language Arts
A Humanities Context for the Language Arts. ED 228 644
Enriched Upper Elementary Language Arts Unit: Vocabulary, Grades 5-6. Bulletin No. 346-A. ED 228 813
Informal Drama in the Elementary Language Arts Program. ED 228 653
Postponing the Encyclopedia: Children as Researchers. ED 228 650

Language Attitudes
"Physician, Heal Thyself": Language, Like Air, Can Be Unhealthful; Counselor-Educators Should Lead Clean-Up. ED 228 575

Language Enrollment
Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools. ED 228 842

Language Experience Approach
American Indian Language Development Institute - 1982: Curriculum Guide. Volume II. ED 229 188
American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I. ED 229 187

Language Handicaps
Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate. ED 228 788

Language Patterns
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language. ED 228 637

Language Planning
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. ED 228 890
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning. ED 228 891
Swedish Research and Debate About Bilingualism. A Critical Review of the Swedish Research and Debate about Bilingualism and Bilingual Education in Sweden from an International Perspective. ED 228 843

Language Processing
Development of Morphophonemic Segments in Children's Mental Representations of Words. ED 228 870
Does the EFL Reader Need Reading Strategies More Than Language? Some Experimental Evidence. ED 228 848
Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report. ED 228 860
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning. ED 228 893
Public Knowledge and Private Understandings. ED 229 256

Language Proficiency
Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary. ED 228 854
ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report. ED 228 858
ALPBP Project Research Component: Summary of Research Findings and Final Reports. ED 228 856
ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report. ED 228 857
Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report. ED 228 859
Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report. ED 228 860

Language Role
The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient. ED 229 463

Language Skills
Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate. ED 228 788
The New York State Core Curriculum for English as a Second Language in the Secondary Schools. ED 228 878

Language Styles
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language. ED 228 637

Language Teachers
A Three-Dimensional Approach to Evaluating Teaching Performance. ED 228 865

Language Tests
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language. ED 228 838

Language Usage
"Physician, Heal Thyself": Language, Like Air, Can Be Unhealthful; Counselor-Educators Should Lead Clean-Up. ED 228 575
A Lexical Approach to Passive in ESL. ED 228 902
Induced Mental Imagery and the Written Language Expression of Young Children. ED 228 632
Interlanguage Modality. ED 228 861
Perspectives on TESOL. ED 228 874
Predictive Models of Cognitive Complexity and Language Use. ED 228 661
Public Knowledge and Private Understandings. ED 229 256

Language Variation
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning. ED 228 891

Languages for Special Purposes
Language and Cultural Skills for Travel Industry Managers. ED 228 886

Large Group Instruction
Changes in the Rhythm of Lessons Following a Teacher-Training Workshop in Medical School. ED 229 365

Latent Trait Theory
Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model. ED 229 450

Law Enforcement
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83. ED 229 317
Legitimizing Race as a Decision Making Criterion: Where Are We Going? ED 229 498

Law Libraries
Parliamentary Libraries Section. General Research Libraries Division. Papers. ED 229 041

Laws
Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10. ED 228 526
Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9. ED 228 506

Leaders
What's Happening in May? A Salute to Women Educators in Connecticut. ED 229 209

Leadership
Symbolism in Leadership (What Great Leaders Know That Ordinary Ones Do Not). ED 228 694

Leadership Effectiveness
Symbolism in Leadership (What Great Leaders Know That Ordinary Ones Do Not). ED 228 694

Leadership Qualities
Should School Administrators Be Leaders or Managers? ED 228 743

Leadership Responsibility
Quality High Schools: What Principals Have to Say. Monograph. ED 228 716

Leadership Styles
A Monograph Sequel: Have You Ever Thought of Being a Dean? ED 228 968
Should School Administrators Be Leaders or Managers? ED 228 743
Symbolism in Leadership (What Great Leaders Know That Ordinary Ones Do Not). ED 228 694
The Elementary School Principalship in North Dakota, No. 18. ED 228 746

Leadership Training
Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982). ED 228 714
Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982. ED 228 381

Learning
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children. ED 229 167

Learning Activities
Campground Cookery. Outdoor Living Skills Series. Instructor Manual. ED 229 180
Developing Learning Packets at South Oklahoma City Junior College. ED 229 077
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised. ED 228 555
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised. ED 228 554
Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised. ED 228 551
Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised. ED 228 556
Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised. ED 228 553
Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised. ED 228 552
Energy Adventure Center. Activity Book. Revised and Expanded Edition. ED 229 244
Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum. ED 228 846
Instructional Radio. Teacher's Guide, 1981-82. ED 228 994
Learning to Compute. Indigenous Mathematics Project. Working Paper 1. ED 229 258
Listening Activities for Small Groups. ED 228 867
Listening Instruction: How It Improves College Reading. ED 228 625
Multicultural Mathematics Materials. ED 229 250
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades. ED 229 155
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades. ED 229 156
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten. ED 229 154
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2. ED 228 990
Thinking Globally and Acting Locally: Environmental Education Teaching Activities. ED 229 214
Vocabulary Acquisition--First Year German Language Students. ED 228 839
What's Happening in May? A Salute to Women Educators in Connecticut. ED 229 209
Writing Learning Packets: A Practitioner's Guide. ED 229 076

Learning Disabilities
A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped. ED 228 824
An Analysis of the Conceptual Framework Underlying Definitions of Learning Disabilities. ED 228 826
An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities. ED 229 054
Generalizations from Five Years of Research on Assessment and Decision Making. ED 228 828
LD Students' Active Academic Responding in Regular and Resource Classrooms. ED 228 822
Public-Policy Implications of Different Definitions of Learning Disabilities. ED 228 827
Sources of Information in Learning Disabilities and Special Education Literature. ED 228 765
The Case of Adam: A Specific Evaluation of a Math Learning Disability. ED 229 146
The Therapeutic Use of Animals with the Handicapped. ED 228 768

Learning Experience
Interaction with Babies as Guidance in Development. ED 229 124

Learning Modalities
Resource Specialist Training Resources. Volume I. ED 228 774

Learning Modules
Developing Learning Packets at South Oklahoma City Junior College. ED 229 077
Writing Learning Packets: A Practitioner's Guide. ED 229 076

Learning Problems
The Case of Adam: A Specific Evaluation of a Math Learning Disability. ED 229 146

Learning Processes
Cognitive Preference and Student Performance. ED 228 594
Cognitive Process Instruction: New Approaches to Learning in Science. ED 228 614
Concept Mapping for Individual Assessment. ED 229 399
The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40. ED 228 617

Learning Resources Centers
A Guide for Planning and Construction of Public School Facilities in Georgia. Media Center Facilities. Revised. ED 228 723
Exemplary Media Programs in School Districts of South Carolina. ED 228 993
School & Library Service to Children: Crisis in the Southeast. ED 229 017

Learning Strategies
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children. ED 229 167
Assessing Metacognitive Skills in Problem Solving. ED 229 403

Learning Styles Inventory
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers. ED 229 444

Learning Theories
An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness. ED 228 601
Cognitive Process Instruction: New Approaches to Learning in Science. ED 228 614
Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1. ED 228 461
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Information Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8. ED 229 253
Public Knowledge and Private Understandings. ED 229 256
Selection of a Research Topic in Economic Education. ED 229 307
The Processes and Effects of Peer Tutoring. ED 228 964
The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40. ED 228 617

Lee College TX
Mainstreaming the Hearing Impaired. ED 229 080

Legal Aid
Race and the Use of Legal Services: A Case Study of Chinese Americans. ED 229 293

Legal Education
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83. ED 229 317

Legal Problems
Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9. ED 228 525
Race and the Use of Legal Services: A Case Study of Chinese Americans. ED 229 293

Legal Responsibility
Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9. ED 228 487
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions. ED 229 118
Torts. ED 228 731

Legislation
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83. ED 229 317

Legislative History
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8. ED 229 026

Legislators
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation. ED 228 956

Leisure Time
Teaching Research Music Program for Moderately and Severely Handicapped Children. ED 228 767
Teaching Social and Leisure Skills to Youth with Autism. ED 228 799

Lesson Observation Criteria
A Three-Dimensional Approach to Evaluating Teaching Performance. ED 228 865

Lesson Plans
A Reading Guide: Assisting Content Area Teachers. ED 228 633
Nutrition and the Arts. Arizona Nutrition Education & Training Program. ED 229 377

Let Me See (Television Series)
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2. ED 228 990

Letters (Alphabet)
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272. ED 228 615

Librarians
ARL Annual Salary Survey 1982. ED 229 048

Library Acquisition
University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers. ED 229 042

Library Automation
Public Online Catalogs and Research Libraries. Final Report. ED 229 014

Library Catalogs
Data Collection Manual and Sampling Plan. Public Online Catalog Study. ED 229 015
Online Catalog Study: Final Report. ED 229 051
Public Online Catalogs and Research Libraries. Final Report. ED 229 014

Library Circulation
Automated Circulation Systems as a Source of Secondary Information. ED 229 043

Library Collections
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries. ED 229 049

Library Cooperation
Administrative Libraries Section. Special Libraries Division. Papers. ED 229 034
California Libraries in the 1980s: Strategies for Service. ED 229 050
Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987. ED 229 047
Special Libraries Division. Papers. ED 229 033

Library Expenditures
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries. ED 229 049

Library Instruction
Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan. ED 229 046
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #6. ED 229 024
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5. ED 229 023
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12. ED 229 053
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10. ED 229 028
Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3. ED 229 021
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8. ED 229 026
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2. ED 229 020
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11. ED 229 052
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7. ED 229 025
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1. ED 229 019
Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4. ED 229 022
Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9. ED 229 027
Library Research Manual: History. ED 229 011
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction. ED 229 013

Library Materials
Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan. ED 229 046

Library Networks
Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers. ED 229 037
National Libraries Section. General Research Libraries Division. Papers. ED 229 040
Parliamentary Libraries Section. General Research Libraries Division. Papers. ED 229 041
Science and Technology Libraries Section. Special Libraries Division. Papers. ED 229 038
Special Libraries Division. Papers. ED 229 033
Telefax Library Information Network. Executive Report. ED 229 031
Telefax Library Information Network. Final Report. ED 229 029
Telefax Library Information Network. TALINET II Continuation Grant. ED 229 030
University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers. ED 229 042

Library Personnel
ARL Annual Salary Survey 1982. ED 229 048
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries. ED 229 049

Library Planning
California Libraries in the 1980s: Strategies for Service. ED 229 050
Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987. ED 229 047

Library Role
Parliamentary Libraries Section. General Research Libraries Division. Papers. ED 229 041

Library Services
Basic State Plan: State-Federal Agreement, 1982. ED 229 044
Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987. ED 229 047
Parliamentary Libraries Section. General Research Libraries Division. Papers. ED 229 041
School & Library Service to Children: Crisis in the Southeast. ED 229 017

Library Services and Construction Act
Basic State Plan: State-Federal Agreement, 1982. ED 229 044
Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987. ED 229 047

Library Skills
Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan. ED 229 046
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #6. ED 229 024
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5. ED 229 023
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12. ED 229 053
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10. ED 229 028
Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3. ED 229 021
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8. ED 229 026
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2. ED 229 020
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11. ED 229 052
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7. ED 229 025
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1. ED 229 019
Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4. ED 229 022
Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9. ED 229 027
Library Research Manual: History. ED 229 011
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction. ED 229 013

Library Statistics
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries. ED 229 049

Library Surveys
Data Collection Manual and Sampling Plan. Public Online Catalog Study. ED 229 015
Public Online Catalogs and Research Libraries. Final Report. ED 229 014

Library Users
Data Collection Manual and Sampling Plan. Public Online Catalog Study. ED 229 015
Public Online Catalogs and Research Libraries. Final Report. ED 229 014

Life Cycles
Strategies of Life Course Analysis. ED 229 291

Life Events
Strategies of Life Course Analysis. ED 229 291

Life Magazine
The Birth of a Baby: Obscenity or Censorship. ED 228 672

Life Review
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly. ED 228 598

Life Satisfaction
Education and Economic Well-Being: The Role of Non-Market Effects. ED 229 288
Support Networks of Dual Career Couples. ED 228 590

Life Style
A Study of How Basal Readers Reflect Family Living Styles. ED 228 630
Adult Play. ED 229 384

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107
Support Networks of Dual Career Couples.
ED 228 590
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214

Lifelong Learning
The Library and the Independent Adult Learner: An Annotated Bibliography.
ED 229 010
The Philosophical Foundations of Lifelong Learning.
ED 228 426

Lifestyle
Summer Fish Camp.
ED 229 179

Limited English Speaking
Bilingualism for the Future.
ED 228 873
Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
ED 229 493
Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
ED 229 494
Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 495
George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 496
Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report.
ED 229 497

Linguistic Theory
Applied Linguistics: The Use of Linguistics in ESL.
ED 228 840
Phonemic Analysis and the Development of Spelling.
ED 229 143

Linguistics
American Indian Language Development Institute - 1982: Curriculum Guide. Volume II.
ED 229 188

Linkage
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486

Linking Agents
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
ED 229 479
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448
TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Listening Comprehension
Compressed Speech Technology: Implications for Learning and Instruction.
ED 228 998
Listening Activities for Small Groups.
ED 228 867
Listening Instruction: How It Improves College Reading.
ED 228 625
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136
Recent Federal Legislation Added Listening as a Determinant of Literacy: Educators Must Provide Listening Instruction.
ED 228 674

Listening Skills
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132
Listening Instruction: How It Improves College Reading.
ED 228 625
Recent Federal Legislation Added Listening as a Determinant of Literacy: Educators Must Provide Listening Instruction.
ED 228 674

Literacy
Reading through the Curriculum.
ED 228 613

Literacy Education
Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 386
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387
The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy.
ED 228 451

Literary Criticism
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2.
ED 229 020
The ALAN Review. Spring, 1983.
ED 228 655

Literary Devices
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language.
ED 228 637
The Implied Author in Technical Discourse.
ED 228 641

Literary Styles
Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C.
ED 228 815

Literature
Books Still Worth Reading.
ED 228 656

Literature Appreciation
Books Still Worth Reading.
ED 228 656
The ALAN Review. Spring, 1983.
ED 228 655

Literature Reviews
ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
ED 228 858
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02.
ED 228 763

Living Standards
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107

Loan Repayment
Criteria for the Evaluation of Student Loan Alternatives.
ED 228 936
Discretionary Income and College Costs.
ED 228 944
Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
ED 228 514
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report.
ED 228 928
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.
ED 228 975
Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4.
ED 228 948
Study of Guaranteed Student Loan Default Rates.
ED 228 952
Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949
The Educational Indebtedness of Graduate and Professional Students.
ED 228 972
The Role of Educational Debt in Consumers' Total Debt Structure.
ED 228 939
Toward Improvement of Credit Policies on Guaranteed Student Loans.
ED 228 953

Local Government
Citizen Participation in the American Federal System.
ED 229 316
Improving Citizenship Education: Secondary Handbook.
ED 229 322

Local Legislation
Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10.
ED 228 507

Locus of Control
Effects of Two Treatments on Anxiety, Self-Concept and Locus of Control.
ED 228 564
Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints.
ED 228 570
Social Development in Six-Year-Old Identical and Fraternal Twins.
ED 229 166
The Influence of Mastery Learning on Students' Attributions at the College Level.
ED 228 966

Logical Thinking
An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness.
ED 228 601
Developing Reasoning as the Fourth R.
ED 229 308
Enriched Upper Elementary Language Arts Unit: Logical Thinking, Grades 5-6. Bulletin No. 346-D.
ED 228 816
The Managing Independent Living Program and the Development of Reasoning Processes.
ED 229 311
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies.
ED 229 158

Logographs
Bridge Reading Handbook.
ED 228 624

Long Range Planning
California Libraries in the 1980s: Strategies for Service.
ED 229 050
Instructional Computing--A Planning Guide: Reaching for the Future.
ED 228 988
International Symposium on the Evolution of the Content of General Education Over the Next Two Decades. (Paris, France, July 7-11, 1980). Final Report.
ED 229 334
Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987.
ED 229 047
Nevada 2000: Future Directions for Nevada's Colleges and Universities.
ED 228 921
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
ED 228 471
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater).
ED 228 961
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education.
ED 228 711

Longitudinal Studies
Evaluation Studies of Bilingual Programs in Canada.
ED 228 889
Evidence of the Impact of Bilingual Education: A Meta-analysis.
ED 229 210
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
ED 228 442

Los Angeles Community Colleges CA
Evaluation of the Research Function in a Large Community College District.
ED 229 089

Los Angeles Unified School District CA
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704

Louisiana
A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252

Low Achievement
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
ED 228 612
Towards a Personal Guidance Base. A Project Report.
ED 228 447

Low Income Groups
An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities.
ED 228 954
Inner-City Private Elementary Schools: A Study.
ED 229 455
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971

Machine Readable Bibliographic Data Bases
Administrative Libraries Section. Special Libraries Division. Papers.
ED 229 034

Machine Readable Cataloging
National Libraries Section. General Research Libraries Division. Papers.
ED 229 040

Machine Readable Data
Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition.
ED 229 016

Macomb County Community College MI
Robotics Technician Training at Macomb Community College.
ED 228 385

Main Idea
Teaching Children to Comprehend Main Ideas.
ED 228 623

Maine
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587

Mainstreaming
Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435
In the Mainstream: A Bibliography on the Disabled in Manitoba.
ED 228 770
Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised.
ED 229 331
LD Students' Active Academic Responding in Regular and Resource Classrooms.
ED 228 822
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
ED 229 355
Mainstreaming the Hearing Impaired.
ED 229 080
Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop. TADscripts '82.
ED 228 792
Prosocial Behaviors in a Mainstreamed Preschool.
ED 229 174
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
ED 228 772
Social Skills: Principles, Procedures and Practices.
ED 228 762

Maintenance
Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education.
ED 228 475

Majors (Students)
Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312
Predictors of Scientific Majors for Black and White College Students.
ED 228 967
Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

Males
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372
Effects of Creative and Idealized Toys on Children's Play.
ED 229 137
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers.
ED 229 123
Politeness Strategies in the Interaction of Women and Men.
ED 229 324
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609

Man Machine Systems
Investigations of Computer-Aided Document Search Strategies.
ED 229 009

Management by Objectives
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480

Management Development
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
ED 229 454
Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).
ED 228 714
Low Cost/High Value Staff Development Program.
ED 229 088
Managerial Women in Mixed Groups: Implications of Recent Research.
ED 228 665
The Child Development Associate Program: A Guide to CDA Program Administration.
ED 229 101

Management Information Systems
Helping Admissions and Records Officers Communicate with Computer Centers: What Their Needs Are.
ED 228 914

Management Practices
Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission.
ED 228 420

Managerial Occupations
Managerial Women in Mixed Groups: Implications of Recent Research.
ED 228 665

Mandarin Chinese
Language and Cultural Skills for Travel Industry Managers.
ED 228 886

Manufacturing
Energy Adventure Center. Activity Book. Revised and Expanded Edition.
ED 229 244
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234.
ED 228 473

Map Libraries
Geography and Map Libraries Section. Special Libraries Division. Papers.
ED 229 036

Mariel Cubans
A Look at the Socio-Economic Adaptation of Mariel Cubans.
ED 229 466

Marine Pollution Monitoring Programme
IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22.
ED 229 222

Marital Satisfaction
Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints.
ED 228 570
Support Networks of Dual Career Couples.
ED 228 590

Market Research
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10.
ED 229 028

Marketing
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11.
ED 229 052
Microcomputers in Marketing Education.
ED 228 417
Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484
Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503
Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522

Mass Media
Cognitive Assessment and the Media.
ED 229 445
Educating the American Public: A Survey of Child Care Articles in Popular Women's Magazines, 1959 to 1981.
ED 229 149

Mass Media Effects
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996
Agenda Setting in the 1982 Illinois Gubernatorial Campaign.
ED 228 673
Portrayal of Religion in Prime-Time Television Drama.
ED 228 664
The "Checkers" Speech and Televised Political Communication.
ED 228 671

Massachusetts
Computer Technology in Massachusetts Schools.
ED 229 227

Master Teachers
The Master Teacher Program at Colorado State University--Collaboration for Growth.
ED 229 382

Mastery Learning
The Influence of Mastery Learning on Students' Attributions at the College Level.
ED 228 966

Material Development
A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
ED 228 834
Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'.
ED 229 249
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering.
ED 228 439
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report.
ED 229 236
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431

Mathematical Applications
Mathematics and Global Survival.
ED 229 233

Mathematical Enrichment
Multicultural Mathematics Materials.
ED 229 250
Topics for Mathematics Clubs. Second Edition.
ED 229 217

Mathematical Formulas
A Theory-based Comparison of the Reliabilities of Fixed-length and Trials-to-criterion Scoring of Physical Education Skills Tests.
ED 229 387

Mathematical Models
A Quantitative Model for Assessing Faculty Promotion.
ED 229 438

Mathematical Vocabulary
Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
ED 229 260

Mathematics
Individual Student Profile.
ED 228 652
National Science Foundation. Grants and Awards for Fiscal Year 1981.
ED 229 225

Mathematics Achievement
Affective Responses of Community College Students to Self-Selected Criteria of Success.
ED 229 078
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation.
ED 229 451
Evidence of the Impact of Bilingual Education: A Meta-analysis.
ED 229 210
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271
The Development of Basic Formal Math Abilities.
ED 229 153

Mathematics Clubs
Topics for Mathematics Clubs. Second Edition.
ED 229 217

Mathematics Curriculum
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263
Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
ED 229 260
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261
How to Choose and Create Good Problems for Primary Children.
ED 229 216
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267
Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264
Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1.
ED 229 248
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259
Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272

Mathematics Education
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma).
ED 229 278
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270

Mathematics Education Research
Children's Quantitative Notion of Rational Number.
ED 229 218
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
ED 229 219
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8.
ED 229 253
The Use of Microcomputers for Mathematics Instruction in Grades 1-4.
ED 229 240

Mathematics Instruction
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report.
ED 229 239
Basic Skills Program Standards.
ED 228 651
Children's Quantitative Notion of Rational Number.
ED 229 218
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
ED 229 219
How to Choose and Create Good Problems for Primary Children.
ED 229 216
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266
Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
ED 229 258
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267

Multicultural Mathematics Materials.
ED 229 250

Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264

Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1.
ED 229 248

Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259

Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273

Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272

Teaching Reading in the Mathematics Class.
ED 228 618

The Case of Adam: A Specific Evaluation of a Math Learning Disability.
ED 229 146

The Use of Microcomputers for Mathematics Instruction in Grades 1-4.
ED 229 240

Topics for Mathematics Clubs. Second Edition.
ED 229 217

Mathematics Materials

Matematicas en la vida actual. Volumen I, edicion para el maestro. (Mathematics: A Practical View. Volume I, Teacher Edition). Applied Basic Curriculum Series.
ED 228 882

Matematicas en la vida actual. Volumen II, edicion para el maestro. (Mathematics: A Practical View. Volume II, Teacher Edition). Applied Basic Curriculum Series.
ED 228 883

Matematicas en la vida actual. Volumen III, edicion para el maestro. (Mathematics: A Practical View. Volume III, Teacher Edition). Applied Basic Curriculum Series.
ED 228 884

Mathematics: A Practical View. Volume I, Teacher Edition. Applied Basic Curriculum Series.
ED 228 879

Mathematics: A Practical View. Volume II, Teacher Edition. Applied Basic Curriculum Series.
ED 228 880

Mathematics: A Practical View. Volume III, Teacher Edition. Applied Basic Curriculum Series.
ED 228 881

Multicultural Mathematics Materials.
ED 229 250

Mathematics Skills

Story Problem Formats: Some Interview Results.
ED 229 419

The Case of Adam: A Specific Evaluation of a Math Learning Disability.
ED 229 146

The Development of Basic Formal Math Abilities.
ED 229 153

Matter

Pre-Instructional Conceptions about Transformations of Substances.
ED 229 235

The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances.
ED 229 281

Meaningfulness

An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness.
ED 228 601

Measurement Objectives

Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers.
ED 229 428

Measurement Problems

The Measurement of Effectiveness: Some Methodological Problems.
ED 229 426

Measurement Techniques

A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607

A Theory-based Comparison of the Reliabilities of Fixed-length and Trials-to-criterion Scoring of Physical Education Skills Tests.
ED 229 387

Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches.
ED 229 286

Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295

Opinion Polls--Do You Know What Your Community Thinks?
ED 228 741

Strategies of Life Course Analysis.
ED 229 291

The Measurement of Effectiveness: Some Methodological Problems.
ED 229 426

Measures (Individuals)

Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary.
ED 228 854

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430

Mechanics (Physics)

Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276

Media Research

Cognitive Assessment and the Media.
ED 229 445

Compressed Speech Technology: Implications for Learning and Instruction.
ED 228 998

Demographics and the Dailies: Stalking the Upscale Reader.
ED 228 681

The Birth of a Baby: Obscenity or Censorship.
ED 228 672

Media Selection

ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.
ED 228 995

Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793

The Educational Use of Mass Media. World Bank Staff Working Paper No. 491.
ED 229 002

Media Specialists

Exemplary Media Programs in School Districts of South Carolina.
ED 228 993

Medical College Admission Test

Comparison of the Incremental Validity of the Old and New MCAT.
ED 229 411

Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
ED 229 414

Medical Education

Teaching the History of Medicine at a Medical Center.
ED 228 913

Medical Evaluation

Adjusting Observational Ratings to Improve Inter-Rater Consistency.
ED 229 420

Medical Libraries

Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers.
ED 229 037

Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan.
ED 229 046

Medical School Faculty

A Quantitative Model for Assessing Faculty Promotion.
ED 229 438

Medical Students

An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
ED 229 409

Comparison of the Incremental Validity of the Old and New MCAT.
ED 229 411

Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
ED 229 414

Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students.
ED 229 417

Medical Technology

Finding Biomedical Information. A Learning Module for Medical Technology Students on the Basics of the Use of Medical Literature in the Shiffman Medical Library, Wayne State University, Detroit, Michigan.
ED 229 046

Medicine

Teaching the History of Medicine at a Medical Center.
ED 228 913

Memorization

Memory Magic.
ED 228 574

Memory

An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441

Memory Magic.
ED 228 574

Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.
ED 229 145

Story Problem Formats: Some Interview Results.
ED 229 419

The Distribution of Working Memory Capacity in Reading.
ED 229 412

Mental Health

Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752

Research Issues concerning the Puerto Rican Child and Family.
ED 229 459

The Mental Health of College and University Professors Engaged in Teacher Education.
ED 228 959

The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
ED 229 463

Mental Health Programs

The Spanish Family Guidance Center of Miami.
ED 229 465

Mental Retardation

A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982).
ED 228 542

Mentors

A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465

Humanizing Adult Education Research: Five Stories from the 1930's.
ED 228 399

Moving through the Organization: A Field Study Assessment of the Patron System.
ED 228 675

Merchandise Information

Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511

Meta Analysis

A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226

Metacognition

Assessing Metacognitive Skills in Problem Solving.
ED 229 403

Effects of Training in Planfulness on the Performance of Eighth Graders.
ED 228 548

Story Constituents and Children's Strategic Preferences.
ED 228 629

The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

Methods Courses

An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers.
ED 229 351

Methods Research

Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447

Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448

Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449

Mexican American Education

Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869

Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres. cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).
ED 228 868

Mexican Americans

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852

Parental Involvement in the Identification of Gifted Mexican American Children.
ED 228 819

Perez Self-Concept Inventory. Test Manual.
ED 228 877

The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

Mexicans

The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

Michigan

Basic State Plan: State-Federal Agreement, 1982.
ED 229 044

Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987.
ED 229 047

The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115

19 Improving Schools and Why: Their "Formula for Success."
ED 228 713

Michigan Educational Assessment Program

What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.
ED 229 415

Michigan State University

Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program.
ED 228 962

Microcomputers

A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982).
ED 228 542

An Effective Microcomputer Inservice: Designing and Using Awareness Workshops.
ED 229 352

Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report.
ED 229 239

Computer Literacy: Rationale, Definition and Practices.
ED 228 983

Computer Technology in Massachusetts Schools.
ED 229 227

Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report.
ED 229 003

How Microcomputers May Redefine English Teaching.
ED 228 640

Individualized Study by Technology (IST) for Alaska, A Model for the Future?
ED 229 005

Individualized Study by Technology (IST).
ED 229 004

Instructional Computing--A Planning Guide: Reaching for the Future.
ED 228 988

Microcomputers in Marketing Education.
ED 228 417

Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793

The Educator's Unauthorized Microcomputer Survival Manual.
ED 229 001

The Future of the Microcomputer in the Speech Communication Classroom.
ED 228 669

The Use of Microcomputers for Mathematics Instruction in Grades 1-4.
ED 229 240

Microteaching

Short and Long Term Effects of Teacher-Training Workshop in Medical School.
ED 229 362

Midlife Transitions

The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations.
ED 228 589

Migrant Education

Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213

Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
ED 229 207

What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209

Migrant Youth

High School Equivalency Program--Washington State University. 1981-82 Annual Report.
ED 229 186

Mild Disabilities

Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749

Military Selective Service Act

Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 923

Military Service

Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 923

Minerals

Resources for the Future. Annual Report for the Year Ending September 30, 1982.
ED 229 229

Minimum Competencies

A Competency Based Achievement Program with Local Standards.
ED 229 423

Recent Federal Legislation Added Listening as a Determinant of Literacy: Educators Must Provide Listening Instruction.
ED 228 674

Minimum Competency Testing

A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628

A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252

Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests.
ED 229 413

Have Skills: Will Teach?
ED 229 335

Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population.
ED 229 441

Mining

R&D and Technological Change in Coal Mining.
ED 228 405

Minnesota

Rebuilding Education to Make It Work. Report.
ED 228 689

Minority Group Children

Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests.
ED 229 413

Minority Groups

Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate.
ED 228 788

Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario."
ED 228 864

Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434

Inner-City Private Elementary Schools: A Study.
ED 229 455

Miscue Analysis

A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability.
ED 228 605

Mississippi (Lee County)

An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608

Mnemonics

Memory Magic.
ED 228 574

Mobility Aids

Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

Modal Auxiliary Verbs

Interlanguage Modality.
ED 228 861

Modeling (Psychology)

Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference.
ED 229 169

Models

Cognitive Process Instruction: New Approaches to Learning in Science.
ED 228 614

Components of Teaching as Measured by Student Ratings.
ED 229 393

How to (and How Not to) Conduct an Assessment of Student Writing.
ED 229 396

Illinois Alternative Schools and the Employment and Training Community.
ED 228 400

Individualized Study by Technology (IST) for Alaska, A Model for the Future?
ED 229 005

Models for Estimating Costs of Computerized Instruction.
ED 229 006

Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750

Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223.
ED 228 412

Predictive Models of Cognitive Complexity and Language Use.
ED 228 661

Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276

Sexual Harassment as Discrimination: Guidelines for Effective Responses.
ED 228 677

The Pine County Model for Special Education Delivery: A Data-Based System.
ED 228 830

Money Management

Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
ED 228 505

Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532

Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495

Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission.
ED 228 420

Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428

Monitoring

Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136

Moral Development

Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133

Moral Reasoning

Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133

Personality Correlates of Moral Reasoning: A Preliminary Report.
ED 228 558

Moral Values

Personality Correlates of Moral Reasoning: A Preliminary Report.
ED 228 558

Morphophonemics

Development of Morphophonemic Segments in Children's Mental Representations of Words.
ED 228 870

Mothers

A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children.
ED 229 165

A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78.
ED 229 499

Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162

Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133

Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology.
ED 229 134

Mothers and Daughters in 20th Century Native American and Immigrant Autobiography.
ED 229 189

Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.
ED 229 145

The Effect of Maternal Touching on Infant Social Referencing.
ED 229 152

The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children.
ED 229 103

The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

Motivation

Attributions of Responsibility for the Outcomes of Competitive Events.
ED 228 597

Prosocial Behaviors in a Mainstreamed Preschool.
ED 229 174

Motivation Techniques

Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462

Motor Development

Children's Changing Capacity to Process Information.
ED 229 380

Multicultural Education

An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.
ED 228 739

Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
ED 229 319

Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum.
ED 228 846

Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380

Ways to Improve Schools and Education. Final Interim Report.
ED 228 738

Multicultural Materials

Multicultural Mathematics Materials.
ED 229 250

Multidimensional Scaling

Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model.
ED 229 450

Multimedia Instruction

Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report.
ED 229 003

Individualized Study by Technology (IST) for Alaska, A Model for the Future?
ED 229 005

Models for Estimating Costs of Computerized Instruction.
ED 229 006

Multiple Choice Tests

The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking.
ED 229 435

Multipurpose Classrooms

Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182

Multivariate Analysis

A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
ED 229 389

Music

Teaching Research Music Program for Moderately and Severely Handicapped Children.
ED 228 767

Music Education

Music in Ohio Schools. Final Report.
ED 229 301

Mutual Adaptation

Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools.
ED 229 469

The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools.
ED 229 477

Narration

Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852

National Advisory Council on Indian Educati

The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States.
ED 229 181

National Board of Medical Examiners

Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
ED 229 414

National Center for Research Vocational Edu

Improving State Evaluation of Programs and Services for Special Populations in Vocational Education.
ED 228 413

National Comm for Student Financial Assista

Discretionary Income and College Costs.
ED 228 944

National Comm on Student Financial Assistan

"Terrain Paper" on Demography and Higher Education.
ED 228 938

A Demographic Overview of Postsecondary Education.
ED 228 935

An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities.
ED 228 954

Another Look at SSIG.
ED 228 946

Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980. ED 228 934
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981. ED 228 941
Changing Characteristics of Student Aid Recipients, 1974, 1981. ED 228 943
Characteristics of State Grant Programs in 1982-83. ED 228 947
Corporate Education and Training. ED 228 931
Criteria for the Evaluation of Student Loan Alternatives. ED 228 936
Education and Training in Labor Unions. ED 228 951
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A). ED 228 958
Graduate and Professional Education: A Review of Recent Trends. ED 228 932
Guaranteed Student Loans: A Background Paper. Report No. 1. ED 228 950
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program. ED 228 929
Overview of the State Allocation Process for Campus-Based Student Aid. ED 228 973
Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education. ED 228 942
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations. ED 228 971
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5. ED 228 957
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation. ED 228 956
Student Financial Assistance and State Policy. ED 228 955
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report. ED 228 927
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report. ED 228 928
Study of the Cost to Deliver Student Financial Aid on Campus. Final Report. ED 228 926
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3. ED 228 975
Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4. ED 228 948
Study of Guaranteed Student Loan Default Rates. ED 228 952
Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2. ED 228 949
Summary of College Board Studies on the SSIG Program. ED 228 945
Summary of SHEEO Survey. ED 228 930
Support of Graduate and Professional Students. ED 228 974
The Educational Indebtedness of Graduate and Professional Students. ED 228 972
The Effects of Phasing Out Social Security Student Benefits. ED 228 970
The Federal Role in Postsecondary Education. ED 228 937
The Overeducated American in the 1980s. ED 228 933
The Role of Educational Debt in Consumers' Total Debt Structure. ED 228 939
Toward Improvement of Credit Policies on Guaranteed Student Loans. ED 228 953
Undergraduate Postsecondary Education. ED 228 940
Work Patterns of Full-Time College Students in 1974 and 1981. ED 228 969

National Defense
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society. ED 229 257

National Diffusion Network Programs
Innovation Adoption Decisions in Organizations: An Empirical Investigation. ED 228 696

National Libraries
National Libraries Section. General Research Libraries Division. Papers. ED 229 040

National Library of Medicine MD
Online Catalog Study: Final Report. ED 229 051

National Longitudinal Labor Market Surveys
Three Generations: The NLS of Labor Market Experience of Women. ED 228 566

National Longitudinal Survey Youth Labor Ma
Labor Market Experiences of Handicapped Youth. ED 228 445

National Norms
The American Freshman: National Norms for Fall 1982. ED 228 906

National Programs
Education in Qatar. ED 229 395
Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979). ED 229 007
Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976). ED 229 008
Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977). ED 229 012

National Science Foundation
National Science Foundation. Grants and Awards for Fiscal Year 1981. ED 229 225

National Small Business Training Network
Small Business Training: A Guide for Program Building. ED 229 072

National Surveys
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes. ED 229 425
Tutoring: A National Perspective. ED 228 722

Native Language Instruction
Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario." ED 228 864

Native Speakers
Background Knowledge: Context and Familiarity in Reading Comprehension. ED 228 901

Natural Resources
Resources for the Future. Annual Report for the Year Ending September 30, 1982. ED 229 229

Natural Sciences
Predictors of Scientific Majors for Black and White College Students. ED 228 967

Naturalistic Content
Audience Reaction to Educational Accounts. ED 229 421

Nature Centers
Humane Education Projects Handbook. ED 229 247

Naval Training
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits. ED 228 991

Nazism
Content Analysis of Essays from a Cross-National Survey: Implications for Teaching Strategies in Holocaust Studies. ED 229 283

Need Analysis (Student Financial Aid)
An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities. ED 228 954
Characteristics of State Grant Programs in 1982-83. ED 228 947

Needs Assessment
A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report. ED 228 834
Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education. ED 228 806
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report. ED 228 887
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. ED 228 888
Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report. ED 228 766
Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223. ED 228 412
Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia. ED 228 920
Sports Nutrition. ED 229 374
Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary . ED 229 202
Telecommunications and the Rural American, Today and Tomorrow. ED 229 203
The Development of a Tutor Programme in a University Hall of Residence--A Case Study. ED 228 905
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary. ED 228 430
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper. ED 229 458

Negotiation Agreements
Negotiation Research Digest, April 1967-June 1975. ED 229 333

Neighborhoods
Effectiveness of a Neighborhood Based Informal Support System. ED 228 583

Netherlands
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation. ED 229 402
Towards a Model of Ethnic Prejudice in Cognition and Discourse. Prepublication/Working Paper No. 1. ED 229 296

Neurological Organization
Resource Allocation in Cerebral Specialization. Final Report. ED 228 546

Nevada
Nevada 2000: Future Directions for Nevada's Colleges and Universities. ED 228 921

New Hampshire
Sexual Harassment on the Job. A Guide for Employers. ED 228 422

New Haven Public Schools CT
Talent Search and Development in the Visual and Performing Arts. User's Guide. ED 228 778

New Mexico (Santa Fe)
Evidence of the Impact of Bilingual Education: A Meta-analysis. ED 229 210

New Students
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982. ED 228 403

New York (New York)
Hispanic Diversity in New York City. ED 229 462

New Zealand
The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22. ED 229 489

News Media
Agenda Setting in the 1982 Illinois Gubernatorial Campaign. ED 228 673
Fire Education and the News. ED 228 541
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard." ED 228 687

News Reporting
Agenda Setting in the 1982 Illinois Gubernatorial Campaign. ED 228 673
Technological Developments in Journalism: The Impact of the Computer in the Newsroom. ED 228 662

Newspaper Circulation
Demographics and the Dailies: Stalking the Upscale Reader. ED 228 681

Newspapers
Demographics and the Dailies: Stalking the Upscale Reader. ED 228 681
Rich News: Metropolitan Dailies and the Urban Poor. ED 228 680
Technological Developments in Journalism: The Impact of the Computer in the Newsroom. ED 228 662

Nixon (Richard M)
The "Checkers" Speech and Televised Political Communication. ED 228 671

Noncollege Bound Students
Post Secondary Plans of Grade Eight Students and Related Variables. #165. ED 228 591

Nonformal Education
Getting Prepared: Nonformal Education in Boy Scouts. ED 229 327
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980). ED 228 446

Nongraded Instructional Grouping
A Multiple-Progress Plan for the Small School? ED 229 184

Nongraded Student Evaluation
Asterisk Grade Study Report. ED 229 096

Noninstructional Responsibility
Developing a Workload Formula for High Technology Faculty. ED 229 093

Nontraditional Education
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools. ED 229 484
European Expert Meeting on the Forms of Autodidactic Learning (Paris, France, October 16-19, 1979). Final Report and Recommendations. ED 228 875
Illinois Alternative Schools and the Employment and Training Community. ED 228 400

Nontraditional Occupations
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers. ED 228 443
Career Education Program for Elementary Students: Science. ED 228 466

Nontraditional Students
Humanizing Adult Education Research: Five Stories from the 1930's. ED 228 399

Nonverbal Communication
Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember. ED 229 145

Norm Referenced Tests
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation. ED 229 451

Normalization (Handicapped)
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities. ED 228 435
Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom. ED 228 757
Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report. ED 228 758

Novels
Good Reading from and about Australia for 10-15 Year Olds. ED 229 298

Nuclear Warfare
Choices: A Unit on Conflict and Nuclear War. ED 229 313

Number Concepts
Children's Quantitative Notion of Rational Number. ED 229 218
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8. ED 229 253
The Use of Microcomputers for Mathematics Instruction in Grades 1-4. ED 229 240
Topics for Mathematics Clubs. Second Edition. ED 229 217
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies. ED 229 158

Number Systems
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14. ED 229 268

Nursery Schools
Early Childhood Education: A Handbook for Program Development in a Day Nursery. ED 229 140

Nurses
Women Nurses and Male Physicians: Their Educational Relationships. ED 228 965

Nursing
Initial Report and Preliminary Recommendations. ED 228 903

Nursing Education
A Monograph Sequel: Have You Ever Thought of Being a Dean? ED 228 968
An Evaluative Study of the Nurse Education Program. Research Report Number 82-1. ED 229 085
Initial Report and Preliminary Recommendations. ED 228 903
Project 88: A New Technical Nursing Curriculum. Final Report. ED 228 383
Women Nurses and Male Physicians: Their Educational Relationships. ED 228 965

Nursing Homes
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary. ED 228 431

Nutrition
Geriatric Nutrition Workshop for the Dietetic Assistant. ED 228 537

Nutrition Education and Training Program
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82. ED 229 339
Nutrition and the Arts. Arizona Nutrition Education & Training Program. ED 229 377

Nutrition Instruction
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82. ED 229 339
Geriatric Nutrition Workshop for the Dietetic Assistant. ED 228 537
Nutrition and the Arts. Arizona Nutrition Education & Training Program. ED 229 377
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades. ED 229 155
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades. ED 229 156
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten. ED 229 154
Nutrition Super Stars 5th and 6th Grades . ED 229 376
Nutrition Super Stars 7th and 8th Grades . ED 229 375
Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant. ED 228 536
Sports Nutrition. ED 229 374

Obesity
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years. ED 229 150

Objectives
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report. ED 228 780

Observation
A Survey of Parent/Child Assessment Practices in Applied Settings. ED 228 593
Adjusting Observational Ratings to Improve Inter-Rater Consistency. ED 229 420
The Evaluative Role of Participant Observation. ED 229 306

Occupational Aspiration
Assessing and Evaluating the Career Development of Special Education Students. ED 228 761
The American Freshman: National Norms for Fall 1982. ED 228 906
Three Generations: The NLS of Labor Market Experience of Women. ED 228 566

Occupational Home
Planning Vocational Home Economics Programs for Secondary Schools. ED 228 454

Occupational Information
A Context for Career Decision Making. Research Report. ED 228 469

Occupational Safety and Health
Office Safety (Part II). ED 228 539
Professional Preparation for Careers in Safety. ED 229 386
The Million Dollar Bowl. OSHA in the Office. ED 228 538

Occupational Segregation
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers. ED 229 123

Occupational Surveys
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater). ED 228 961
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up. ED 228 609

Occupational Tests
Development and Evaluation of Vocational Competency Measures. Final Report. ED 228 474

Occupations
Teaching Practice. Documention and Technical Assistance in Urban Schools. ED 229 470

Ocean Engineering
IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22. ED 229 222
WESTPAC Workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24. ED 229 223

Oceanography
IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22. ED 229 222
WESTPAC Workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24. ED 229 223

Office Occupations Education
Office Safety (Part II). ED 228 539
The Million Dollar Bowl. OSHA in the Office. ED 228 538

Ohio
Music in Ohio Schools. Final Report. ED 229 301
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982. ED 229 207

Oklahoma
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma). ED 229 278

Older Adults
A Synopsis of the National Conference on Fitness and Aging (Washington, DC, September 10-11, 1981). ED 229 336
Children's Perceptions of the Elderly. ED 229 171
Effectiveness of a Neighborhood Based Informal Support System. ED 228 583
Geriatric Nutrition Workshop for the Dietetic Assistant. ED 228 537
Guidelines for Improving Performance in the Aged. ED 229 378
Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers? ED 228 627
Promoting Science Literacy in Adults Through Television. Final Report. ED 229 234
Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant. ED 228 536
Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly. ED 228 576
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly. ED 228 598
Social Integration of the Rural Elderly: Implications for Service Delivery. ED 229 206
Teaching and Learning about Aging. Developments in Classroom Instruction Series. ED 228 581
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary. ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary. ED 228 430
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project. ED 228 432

On the Job Training
On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session. ED 228 544

One Parent Family
The Single-Parent Family: A Complex System. ED 228 599

Online Catalogs
Data Collection Manual and Sampling Plan. Public Online Catalog Study. ED 229 015
Online Catalog Study: Final Report. ED 229 051
Public Online Catalogs and Research Libraries. Final Report. ED 229 014

Online Systems
Administrative Libraries Section. Special Libraries Division. Papers. ED 229 034
Automated Circulation Systems as a Source of Secondary Information. ED 229 043
Data Collection Manual and Sampling Plan. Public Online Catalog Study. ED 229 015
Investigations of Computer-Aided Document Search Strategies. ED 229 009
Northern Network. Final Report. Program No. 13.680. ED 228 976
Online Catalog Study: Final Report. ED 229 051
Public Online Catalogs and Research Libraries. Final Report. ED 229 014
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services. ED 229 018
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits. ED 228 991

Ontario
Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario." ED 228 864

Ontario (Peel County)
Evaluation of the First Year of the Integrated Model at Westwood Elementary School. ED 228 718
Evaluation of Integrated Model: Westwood Secondary School. Report. ED 228 719

Ontario (Toronto)
Post Secondary Plans of Grade Eight Students and Related Variables. #165. ED 228 591

Open Education
A Multiple-Progress Plan for the Small School? ED 229 184
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools. ED 229 485

Open Universities
Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom. ED 228 909

Open University (Great Britain)
Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom. ED 228 909
Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University. ED 228 910

Operating Expenses
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report. ED 228 927
Study of the Cost to Deliver Student Financial Aid on Campus. Final Report. ED 228 926

Operation PROTEACH
PROTEACH: A Program for the Preparation of Professional Teachers. ED 229 381

Opinions
The Relationship Between Evaluative Data and School Decision-Making. ED 229 437

Oral Interpretation
Restored Behavior and Oral Traditions. ED 228 684

Oral Language
Basic Skills Program Standards. ED 228 651
Individual Student Profile. ED 228 652
Informal Drama in the Elementary Language Arts Program. ED 228 653

Oral Reading
A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability.
ED 228 605
Organization
Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521
Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527
Organizational Change
Evaluating Organizational Change Strategies for University Continuing Education.
ED 228 963
Phases of Recognition and Management of Financial Crisis in Public Organizations.
ED 228 688
The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools.
ED 229 477
Organizational Climate
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation.
ED 229 402
Organizational Communication
Managerial Women in Mixed Groups: Implications of Recent Research.
ED 228 665
Moving through the Organization: A Field Study Assessment of the Patron System.
ED 228 675
The Content of Organizational Communication: Movement towards Agreement.
ED 228 666
Organizational Development
Adaptability of Organizational Innovations as a Function of Eco-System Management.
ED 228 563
Federal Policy in Action: A Case Study of an Urban Education Project.
ED 229 488
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481
Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483
Organizational Effectiveness
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997
Boards and Superintendents: How to Have a Healthy Relationship.
ED 228 709
Organizational Objectives
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907
Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084
Organizational Theories
Phases of Recognition and Management of Financial Crisis in Public Organizations.
ED 228 688
The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools.
ED 229 477
Theory and Practice in Education Policy and Administration: An Hermeneutics Perspective. Abridged Version.
ED 228 693
Out of School Youth
Towards a Personal Guidance Base. A Project Report.
ED 228 447
Outcomes of Education
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425
Community, Educational, and Social Impact Perspectives.
ED 228 456
Evaluating Individualized Programs.
ED 229 408
Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time.
ED 228 437
Getting Prepared: Nonformal Education in Boy Scouts.
ED 229 327
The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609
The Peel Secondary Followup Study: First Biennial Report.
ED 228 720
Toward an Ergonomics of Adult Basic Education Instructor and Staff Development.
ED 228 444
Vocational Education and the High School Dropout.
ED 228 397
Outcomes Expectancy
TAC Serendipity: Random Thoughts on Unanticipated Outcomes.
ED 229 418
Outdoor Activities
Developing Study Stations on Your School Site.
ED 229 221
Planning an Outdoor Learning Environment for a Small School.
ED 229 183
Portrait of a Contemporary Drive-In Movie Theater Audience.
ED 228 660
Outdoor Education
Campground Cookery. Outdoor Living Skills Series. Instructor Manual.
ED 229 180
Outreach Programs
Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District.
ED 229 071
Writing at the Center of the Curriculum: The Michigan Program.
ED 228 659
Ownership
Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483
Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502
OARS Multidimensional Functional Assessment
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430
Pacific Islanders
The Price of Ethnic Identity: Maintaining Kin Ties among Pacific Islands Immigrants to New Zealand. Research Report No. 22.
ED 229 489
Pacific Region
Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 386
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387
PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).
ED 228 978
WESTPAC Workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24.
ED 229 223
Paideia
The Philosophical Foundations of Lifelong Learning.
ED 228 426
Pakistan
Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
ED 229 323
Pakistan (North West Frontier)
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803
Papua New Guinea
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263
Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
ED 229 260
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266
Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
ED 229 258
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267
Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264
Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270
Paradox
The Impact of Continuing Contact on Therapeutic Change.
ED 228 595
Paraprofessional Personnel
Geriatric Nutrition Workshop for the Dietetic Assistant.
ED 228 537
Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant.
ED 228 536
Paraprofessional School Personnel
The SEECC Pre-School Project: Parent-Partner Training Program.
ED 228 764
Parent Associations
Community Environments and Parent Participation with Appendices .
ED 229 460
Parent Attitudes
Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.
ED 229 193
Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report.
ED 228 766
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS).
ED 229 108
Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom.
ED 228 721
Satisfactions of Parenting.
ED 228 560
Suggestion and Expectancy in Emotional Socialization.
ED 229 151
Working With Abusive/Neglectful Indian Parents. Revised.
ED 229 191
Parent Background
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.
ED 229 398
Parent Child Relationship
A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607
Arguments with Parents and Parent-Peer Involvement during Adolescence.
ED 228 571
Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162
Coping with Parental Problems: Issues in Judging Effectiveness.
ED 228 588
Modernization: A Case Study of the Interaction of Setting, Custom, and Ideology.
ED 229 134
Mothers and Daughters in 20th Century Native American and Immigrant Autobiography.
ED 229 189
Parent, Child and Observer Gender as Determinants of Perceived Abuse.
ED 228 580
Parenting Education - Parent-Child Communication.
ED 229 200
Proximity in Parks: Naturalistic Observation of Family Interactions.
ED 229 172
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly.
ED 228 598
Parent Counseling
Families with Deaf Children: The Effects of Early Intervention.
ED 228 753
Parent Education
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790
Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982.
ED 228 751
New Directions for Studying the Interaction between Parent Education and Family Characteristics.
ED 229 163
Parenting Education - Child Development Stages.
ED 229 198
Parenting Education - Discipline Skills.
ED 229 199
Parenting Education - Health and Hygiene.
ED 229 197
Parenting Education - Parent-Child Communication.
ED 229 200
Parenting Education - Preparing for Parenthood.
ED 229 196
Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749
The SEECC Pre-School Project: Parent-Partner Training Program.
ED 228 764
Parent Education Follow Through Program
Long-Term Effects of Parent Education Follow Through Program Participation.
ED 229 113
Parent Influence
Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162
Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133
Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.
ED 229 145
Parenting Education - Discipline Skills.
ED 229 199
Suggestion and Expectancy in Emotional Socialization.
ED 229 151
The Effect of Maternal Touching on Infant Social Referencing.
ED 229 152
The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children.
ED 229 103
Parent Participation
Community Environments and Parent Participation with Appendices .
ED 229 460
Evaluation of Project FAST (Federally Assisted Staff Training).
ED 229 397
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481
Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869
Monitoring Promotional Policies: A Parent Documentation.
ED 229 452
Parent Handbook, Laboratory Nursery School.
ED 229 176
Parental Involvement in the Identification of Gifted Mexican American Children.
ED 228 819
Preschool Program Guidelines.
ED 229 141
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools.
ED 229 471
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755
Parent Role
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
Parental Involvement in the Identification of Gifted Mexican American Children.
ED 228 819
Parenting Education - Child Development Stages.
ED 229 198
Parenting Education - Discipline Skills.
ED 229 199
Parenting Education - Health and Hygiene.
ED 229 197
Parenting Education - Parent-Child Communication.
ED 229 200
Parenting Education - Preparing for Parenthood.
ED 229 196
Parent School Relationship
Autism: Programmatic Considerations. Iowa Monograph.
ED 228 769
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
Community Environments and Parent Participation with Appendices .
ED 229 460
Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869
Monitoring Promotional Policies: A Parent Documentation.
ED 229 452
Parental Involvement in the Identification of Gifted Mexican American Children.
ED 228 819
Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461
Parent Student Relationship
Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres. cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).
ED 228 868
Parent Teacher Cooperation
Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369
Parent Workshops
American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
ED 228 808
Parenting
Proximity in Parks: Naturalistic Observation of Family Interactions.
ED 229 172
Parents
Coping with Parental Problems: Issues in Judging Effectiveness.
ED 228 588
Satisfactions of Parenting.
ED 228 560
Social Development in Six-Year-Old Identical and Fraternal Twins.
ED 229 166
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116
Parochial Schools
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools.
ED 228 703
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712
Participant Satisfaction
American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320
An Evaluative Study of the Nurse Education Program. Research Report Number 82-1.
ED 229 085
High School Equivalency Program--Washington State University. 1981-82 Annual Report.
ED 229 186
Improving the Student Teaching Experience: A Cooperative Effort.
ED 229 349
Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
ED 228 572
Satisfactions of Parenting.
ED 228 560
Participation Rates
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058
Participative Decision Making
A Philosophical Approach to Educational Change.
ED 229 379
Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning.
ED 229 361
Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools.
ED 229 471
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472
The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
ED 228 905
The Financial Resource Allocation Process at Compton Community College: A Redirection.
ED 229 055
Passive Voice
Understanding Passives with Non-Action Verbs.
ED 228 862
Passives
A Lexical Approach to Passive in ESL.
ED 228 902
Pausing (Speech)
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018
Peace
Choices: A Unit on Conflict and Nuclear War.
ED 229 313
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315
Peace Studies.
ED 228 917
United States Academy of Peace Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session on S.1889 to Establish the United States Academy of Peace, and for Other Purposes.
ED 229 310
Peer Acceptance
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150
Peer Evaluation
The Bridge to Real Writing: Teaching Editing Skills.
ED 228 639
Peer Influence
The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
ED 228 905
Peer Relationship
Arguments with Parents and Parent-Peer Involvement during Adolescence.
ED 228 571
Prosocial Behaviors in a Mainstreamed Preschool.
ED 229 174
The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations.
ED 228 589
Peer Teaching
Documenting CETA Employment Counseling Expertise: A Problem in Knowledge Engineering.
ED 228 439
Student Team Learning Dissemination and Patterns of Use in Schools.
ED 229 371
The Processes and Effects of Peer Tutoring.
ED 228 964
Pennsylvania (Harrisburg)
The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
ED 229 086
Pensacola Junior College FL
Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084
Perception
Aesthetic Response: An Overview of Selected Theories and the Postulation of a Model.
ED 228 567
Perception of Emotion
Children's Understanding of Feelings: A Developmental Study.
ED 229 138
Perceptual Development
Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546
Perceptual Motor Learning
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791
Perez Self Concept Inventory
Perez Self-Concept Inventory. Test Manual.
ED 228 877
Performance Factors
Add a Little Frill: Science in the Elementary School.
ED 229 277
Competence Information and Intrinsic Motivation: A Process Approach.
ED 228 592
Online Catalog Study: Final Report.
ED 229 051
The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130
The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129
Performance Tests
Children's Strategies in Interpersonal and Task Situations.
ED 229 159
Development and Evaluation of Vocational Competency Measures. Final Report.
ED 228 474
Perinatal Influences
An Investigation of Exceptional Twins.
ED 228 818
Periodicals
Educating the American Public: A Survey of Child Care Articles in Popular Women's Magazines, 1959 to 1981.
ED 229 149
Round Table of Editors of Library Journals. Papers.
ED 229 032
Sources of Information in Learning Disabilities and Special Education Literature.
ED 228 765
The Birth of a Baby: Obscenity or Censorship.
ED 228 672
Persian
Glossary of English-Farsi Agricultural Terms.
ED 228 833
Personal Autonomy
An Observer Measure of Autonomy: Development and Validation.
ED 228 559
The Managing Independent Living Program and the Development of Reasoning Processes.
ED 229 311
Personal Narratives
Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851
Personal Space
Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206
Personality Measures
An Observer Measure of Autonomy: Development and Validation.
ED 228 559
Personality Studies
A Study: The Relationship of Personality Type to Vocabulary Development.
ED 228 603
Personality Traits
A Study: The Relationship of Personality Type to Vocabulary Development.
ED 228 603
Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
ED 228 480
Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time.
ED 228 437
Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints.
ED 228 570
Personality Correlates of Moral Reasoning: A Preliminary Report.
ED 228 558
Predictors of Scientific Majors for Black and White College Students.
ED 228 967
Stability of Aggressive Behavior.
ED 229 131
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284
The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation.
ED 228 667
Personnel Data
Selected Characteristics of Persons in Environmental Science: 1978.
ED 229 231
Personnel Evaluation
Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528
Personnel Management
Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
ED 228 490
Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528

Personnel Policy
A Policy and Administrative Procedure for Reduction in Force. Adopted June 11, 1979.
ED 228 690
Planning Faculty Reduction.
ED 228 925

Persuasive Discourse
CEDA Yearbook.
ED 228 668
Negotiations.
ED 228 885
The "Checkers" Speech and Televised Political Communication.
ED 228 671
The Impact of Physical Attractiveness and Trait Argumentativeness as Predictors of Responses to an Argumentative Situation.
ED 228 667
The 1980 Presidential Debates. Special Issue.
ED 228 682

Pets
Humane Education Projects Handbook.
ED 229 247

Pharmaceutical Education
Teaching the History of Medicine at a Medical Center.
ED 228 913

Philanthropic Foundations
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095

Philosophy
Education. Vol. I.: The Philosophy of Education. Third Edition - Enlarged.
ED 229 215

Phonemics
Phonemic Analysis and the Development of Spelling.
ED 229 143

Photographs
The Birth of a Baby: Obscenity or Censorship.
ED 228 672

Physical Activities
Adapting the Physical Education Program for the Student with Special Needs: A Supplement to the K-12 Physical Education Curriculum Guide.
ED 228 771
Guidelines for Improving Performance in the Aged.
ED 229 378

Physical Characteristics
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587

Physical Development
Children's Changing Capacity to Process Information.
ED 229 380

Physical Education
Adapting the Physical Education Program for the Student with Special Needs: A Supplement to the K-12 Physical Education Curriculum Guide.
ED 228 771
Guidelines for Improving Performance in the Aged.
ED 229 378
National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
ED 229 353
The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
ED 229 368

Physical Education Teachers
A Look at the Curriculum and Instruction Gap in the Secondary School.
ED 229 383
National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
ED 229 353

Physical Environment
Resources for the Future. Annual Report for the Year Ending September 30, 1982.
ED 229 229

Physical Fitness
A Synopsis of the National Conference on Fitness and Aging (Washington, DC, September 10-11, 1981).
ED 229 336
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372
Guidelines for Improving Performance in the Aged.
ED 229 378
Nutrition Super Stars 5th and 6th Grades .
ED 229 376
Sports Nutrition.
ED 229 374

Physical Health
A Synopsis of the National Conference on Fitness and Aging (Washington, DC, September 10-11, 1981).
ED 229 336
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82.
ED 229 339
Hispanic American Diversity.
ED 229 464
Nutrition Super Stars 7th and 8th Grades .
ED 229 375

Physicians
Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801

Physics
Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275
Effecting Changes in Cognitive Structures Amongst Physics Students.
ED 229 238
Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276
Students' Notions About the Energy Concept--Before and After Physics Instruction.
ED 229 237

Physiology
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation.
ED 229 242

Piaget
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8.
ED 229 253

Piagetian Tasks
Children's Conceptions of Spatial Relationships in Drawings and Photographs.
ED 229 400

Pictorial Stimuli
Story Problem Formats: Some Interview Results.
ED 229 419

Planning
Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500
Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
ED 228 519
Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527
Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503

Plausibility (Texts)
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136

Play
Adult Play.
ED 229 384
Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796
Effects of Creative and Idealized Toys on Children's Play.
ED 229 137

Playgrounds
Planning an Outdoor Learning Environment for a Small School.
ED 229 183

Poetry
Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B.
ED 228 814
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language.
ED 228 637
The Value and Function of Poetic Writing.
ED 228 635

Poisons
Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
ED 229 228

Police
Factors Influencing Pursuit of the Bachelor's Degree by Police Officers.
ED 228 414

Policy
China: Demographic Billionaire.
ED 229 224

Policy Formation
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report.
ED 229 388
Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979).
ED 229 007
Resources for the Future. Annual Report for the Year Ending September 30, 1982.
ED 229 229
School Drug Abuse Policy Development Guide: For School and Community Officials.
ED 228 602

Political Communication
The "Checkers" Speech and Televised Political Communication.
ED 228 671

Political Influences
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation.
ED 229 402

Political Issues
Agenda Setting in the 1982 Illinois Gubernatorial Campaign.
ED 228 673
Sharing British Columbia's Water Resources. A Teaching Unit for Secondary Schools.
ED 229 305
The 1980 Presidential Debates. Special Issue.
ED 228 682

Political Power
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper.
ED 229 467

Political Science
A Bibliometric Study of the Relationship of Number of Journals Scanned and Number of Relevant Headings Used in the Index to Number of Citations Retrieved in Searches of Political Science Secondary Services.
ED 229 045
Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4.
ED 229 022

Politics of Education
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472

Pollutants
IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22.
ED 229 222
WESTPAC Workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24.
ED 229 223

Pollution
Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214

Polyglot Dyslexia
Polyglot Dyslexia.
ED 228 800

Popularity
Correlates of Fighting in First and Second Grade Children: A Naturalistic Study.
ED 229 127
Factors Important in the Formation of Preschoolers' Friendships.
ED 229 164

Population Distribution
China: Demographic Billionaire.
ED 229 224

Population Growth
China: Demographic Billionaire.
ED 229 224

Population Trends
"Terrain Paper" on Demography and Higher Education.
ED 228 938
A Demographic Overview of Postsecondary Education.
ED 228 935
China: Demographic Billionaire.
ED 229 224
Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
ED 229 309

Portage Project
Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750

Portfolios (Background Materials)
The Portfolio Process: New Roles for Meeting Challenges in Professional Development.
ED 229 342

Portugal
Role Salience on Three Continents (Australia, Europe and North America).
ED 228 425

Positive Reinforcement
An Annotated Bibliography of Literature Dealing with the Need for Death Education.
ED 229 360

Postsecondary Education
Discretionary Income and College Costs.
ED 228 944
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
ED 228 924
Noncollegiate Postsecondary Schools with Occupational Programs, 1982. National Center for Education Statistics: Early Release.
ED 228 436
Undergraduate Postsecondary Education.
ED 228 940

Potential Dropouts
Vocational Education and the High School Dropout.
ED 228 397

Poverty
Women and Children: Alone and in Poverty.
ED 229 453

Poverty Programs
Women and Children: Alone and in Poverty.
ED 229 453

Prediction
Assessing Metacognitive Skills in Problem Solving.
ED 229 403

Predictive Validity
Comparison of the Incremental Validity of the Old and New MCAT.
ED 229 411
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.
ED 229 431
Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
ED 229 414

Predictor Variables
An Analysis of Bias in the Selection of School Outliers.
ED 229 406
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
ED 229 409
An Evaluative Study of the Nurse Education Program. Research Report Number 82-1.
ED 229 085
Factors Important in the Formation of Preschoolers' Friendships.
ED 229 164
In Pursuit of the Elusive Elixir: Predictors of First Grade Reading.
ED 229 109
Promoting Evaluation Use Through Technical Assistance: An SEA Example.
ED 229 433
Reading Study: Findings, Recommendations, and Implications.
ED 229 070
Stability of Aggressive Behavior.
ED 229 131
The Preschool Child's Comprehension of Television Commercial Disclaimers.
ED 229 122

Pregnant Students
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
ED 229 458

Premature Infants
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790

Prenatal Influences
An Investigation of Exceptional Twins.
ED 228 818
Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587

Preschool Children
A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children.
ED 229 165
An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142
Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139
Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162
Children's Perceptions of the Elderly.
ED 229 171
Effects of Creative and Idealized Toys on Children's Play.
ED 229 137
Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173
Factors Important in the Formation of Preschoolers' Friendships.
ED 229 164
Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801
Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference.
ED 229 169
Maternal Influences on Preschoolers' Use of Intent in Moral Reasoning.
ED 229 133
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten.
ED 229 154
Parental Behaviors in a Memory Relevant Setting: How Parents "Teach" Children to Remember.
ED 229 145
Prosocial Behaviors in a Mainstreamed Preschool.
ED 229 174
Script Development and Memory Organization.
ED 229 160
Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
ED 228 804
The Preschool Child's Comprehension of Television Commercial Disclaimers.
ED 229 122
Training Effects on the Development and Generalization of Piagetian Logical Operations and Counting Strategies.
ED 229 158

Preschool Curriculum
A Comparison of the Outcomes of Three Early Childhood Programs Based upon Developmental Sequencing.
ED 229 170

Preschool Demonstration Project for Handica
Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749

Preschool Education
Preschool Program Guidelines.
ED 229 141

Preschool Teachers
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098
The Child Development Associate Program: A Guide to Training. (Second Edition).
ED 229 099
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
ED 229 102

Preservice Teacher Education
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.
ED 229 230
Globalizing the Professional Component of Teacher Education: Considerations for Reform.
ED 229 345
National Association for Physical Education in Higher Education Annual Conference Proceedings (San Diego, CA, January 8-10, 1982). Volume III.
ED 229 353
PROTEACH: A Program for the Preparation of Professional Teachers.
ED 229 381
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
ED 228 403

Presidential Debates
The 1980 Presidential Debates. Special Issue.
ED 228 682

Pretend Play
Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173

Prevention
Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790
The Social Worker and the Indian Client.
ED 229 192
Working With Abusive/Neglectful Indian Parents. Revised.
ED 229 191

Prevocational Education
Assessing and Evaluating the Career Development of Special Education Students.
ED 228 761
Business and Office Education: Accounting, Clerk. Instructor's Manual and Student Learning Activity Guide. Kit No. 204.
ED 228 382
Handbook for Vocational School Psychology.
ED 228 760

Primary Education
How to Choose and Create Good Problems for Primary Children.
ED 229 216

Principals
Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).
ED 228 714
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
ED 229 485
Quality High Schools: What Principals Have to Say. Monograph.
ED 228 716
The Elementary School Principalship in North Dakota, No. 18.
ED 228 746
The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.
ED 228 781
The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum.
ED 228 692

Principles of Adult Learning Scale
Principles of Adult Learning Scale: Followup and Factor Analysis.
ED 228 424

Privacy
All on One Wire: Pros and Cons of Mega-Channel, Interactive Cable.
ED 228 676
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard."
ED 228 687
The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum.
ED 228 692

Private Colleges
An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities.
ED 228 954

Private Education
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools.
ED 228 703
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
ED 228 700

Private Financial Support
Criteria for the Evaluation of Student Loan Alternatives.
ED 228 936

Private School Aid
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
ED 228 700

Private Schools
Inner-City Private Elementary Schools: A Study.
ED 229 455

Problem Sets
How to Choose and Create Good Problems for Primary Children.
ED 229 216
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259

Problem Solving
A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474
Assessing Metacognitive Skills in Problem Solving.
ED 229 403
Coping with Parental Problems: Issues in Judging Effectiveness.
ED 228 588
Developing Reasoning as the Fourth R.
ED 229 308
Enriched Upper Elementary Language Arts Unit: Logical Thinking, Grades 5-6. Bulletin No. 346-D.
ED 228 816
How to Choose and Create Good Problems for Primary Children.
ED 229 216
How to Teach Chess in the Public Schools: A Course Outline.
ED 229 302
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study.
ED 229 168
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486
Mathematics and Global Survival.
ED 229 233
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
ED 229 013
Postponing the Encyclopedia: Children as Researchers.
ED 228 650
Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276
Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1.
ED 229 248
Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools.
ED 229 476
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483
Story Problem Formats: Some Interview Results.
ED 229 419
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268
The Development of the Commutativity Principle and Addition Strategies in Young Children.
ED 229 148
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480
TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Process Analysis
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs.
ED 229 416

Procrastination
The Impact of Continuing Contact on Therapeutic Change.
ED 228 595

Production Techniques
Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Productivity
Further Evidence of School Effects.
ED 228 737
Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295
Quality High Schools: What Principals Have to Say. Monograph.
ED 228 716

Professional Associations
CEDA Yearbook.
ED 228 668

Professional Autonomy
Initial Report and Preliminary Recommendations.
ED 228 903
Women Nurses and Male Physicians: Their Educational Relationships.
ED 228 965

Professional Continuing Education
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers.
ED 228 406

Professional Development
A Monograph Sequel: Have You Ever Thought of Being a Dean?
ED 228 968
Professional Development Bibliography and Resources for Collegiate Administrators and Student Personnel Workers.
ED 228 915
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483

Professional Education
Graduate and Professional Education: A Review of Recent Trends.
ED 228 932
Support of Graduate and Professional Students.
ED 228 974
The Educational Indebtedness of Graduate and Professional Students.
ED 228 972

Professional Recognition
American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320

Professional Role
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347

Program for Acquiring Competence Entreprene
Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483
Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502
Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521

Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10. ED 228 488
Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10. ED 228 507
Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10. ED 228 526
Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9. ED 228 487
Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9. ED 228 506
Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9. ED 228 525
Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2. ED 228 480
Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2. ED 228 499
Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2. ED 228 518
Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3. ED 228 481
Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3. ED 228 500
Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3. ED 228 519
Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8. ED 228 486
Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8. ED 228 505
Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8. ED 228 524
Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15. ED 228 493
Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15. ED 228 512
Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15. ED 228 531
Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7. ED 228 485
Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7. ED 228 504
Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7. ED 228 523
Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11. ED 228 489
Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11. ED 228 508
Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11. ED 228 527
Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16. ED 228 494
Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16. ED 228 513
Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16. ED 228 532
Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17. ED 228 495
Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17. ED 228 514
Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17. ED 228 533
Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12. ED 228 490
Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12. ED 228 509
Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12. ED 228 528
Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14. ED 228 492
Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14. ED 228 511
Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14. ED 228 530
Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4. ED 228 482
Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4. ED 228 501
Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4. ED 228 520
Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6. ED 228 484
Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6. ED 228 503
Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6. ED 228 522
Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13. ED 228 491
Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13. ED 228 510
Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13. ED 228 529
Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18. ED 228 496
Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18. ED 228 515
Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18. ED 228 534
PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C. ED 228 516
PACE (Revised). Resource Guide. Research & Development Series No. 240D. ED 228 535
PACE Instructor Guide. Level 1. Research & Development Series No. 240A. ED 228 478
PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B. ED 228 497
Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1. ED 228 479
Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1. ED 228 498
Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1. ED 228 517

Program Administration
An Investigation of Selected Community School Terminations. Research Report 82-108. ED 228 455
Early Childhood Education: A Handbook for Program Development in a Day Nursery. ED 229 140
Guaranteed Student Loans: A Background Paper. Report No. 1. ED 228 950
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program. ED 228 929
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools. ED 229 479
Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission. ED 228 420
Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session. ED 228 421
Preschool Program Guidelines. ED 229 141
Study of the Cost to Deliver Student Financial Aid on Campus. Final Report. ED 228 926
The Child Development Associate Program: A Guide to CDA Program Administration. ED 229 101
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District. ED 229 071
The Relationship Between Evaluative Data and School Decision-Making. ED 229 437
U.S. Department of Education Annual Report, Fiscal Year 1982. ED 228 748

Program Costs
Evaluation of the Research Function in a Large Community College District. ED 229 089
Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A. ED 228 782
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report. ED 228 927
Study of the Cost to Deliver Student Financial Aid on Campus. Final Report. ED 228 926
Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4. ED 228 948
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits. ED 228 408

Program Descriptions
ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report. ED 228 857
Computer Technology in Massachusetts Schools. ED 229 227
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982). ED 229 282
Exemplary Media Programs in School Districts of South Carolina. ED 228 993
Humane Education Projects Handbook. ED 229 247
Instructional Radio. Teacher's Guide, 1981-82. ED 228 994
Projects in Progress--FY 1982. A Report for the Coordinating Committee on Research in Vocational Education. ED 228 468
Student Team Learning Dissemination and Patterns of Use in Schools. ED 229 371
The Kalamazoo College Foreign Study Program: The Present and the Future. ED 228 849

Program Development
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum. ED 228 960
An Effective Microcomputer Inservice: Designing and Using Awareness Workshops. ED 229 352
Applications of Electronic Technologies to Rural Education. ED 229 205
California Libraries in the 1980s: Strategies for Service. ED 229 050
Community Advisory Committee Guidelines. Volume I. ED 228 810
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report. ED 228 808
Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning. ED 229 361
Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3. ED 228 481
Early Childhood Education: A Handbook for Program Development in a Day Nursery. ED 229 140
Guidelines for Improving Performance in the Aged. ED 229 378
Job Assistance for Battered Women. ED 229 063
Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987. ED 229 047
Mainstreaming the Hearing Impaired. ED 229 080
OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982. ED 228 756
Practical Procedures for Internationalizing an Academic Unit. ED 228 919
Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234. ED 228 473
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233. ED 228 472
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232. ED 228 471
Professional Development Bibliography and Resources for Collegiate Administrators and Student Personnel Workers. ED 228 915
Quality Education for the Severely Handicapped. ED 228 812
Robotics Technician Training at Macomb Community College. ED 228 385
Small Business Training: A Guide for Program Building. ED 229 072
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act. ED 228 395
The Child Development Associate Program: A Guide to Training. (Second Edition). ED 229 099
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools. ED 229 475
The Educator's Unauthorized Microcomputer Survival Manual. ED 229 001
The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District. ED 229 071
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors. ED 229 116
Workshops for Teachers. ED 229 344

Program Effectiveness
A Comparison of the Outcomes of Three Early Childhood Programs Based upon Developmental Sequencing. ED 229 170
A Competency Based Achievement Program with Local Standards. ED 229 423
A Guide for the Systematic Review of Academic Programs. ED 229 079
A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children. ED 229 114
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982). ED 228 542
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report. ED 228 584
Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report. ED 229 493
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report. ED 228 390
CETA: Assessment of Public Service Employment Programs. ED 228 423
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979). ED 228 798
Effectiveness of a Neighborhood Based Informal Support System. ED 228 583
Evaluating Individualized Programs. ED 229 408
Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report. ED 229 494
Evidence of the Impact of Bilingual Education: A Meta-analysis. ED 229 210
Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time. ED 228 437
Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report. ED 229 495
George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report. ED 229 496
High School Equivalency Program--Washington State University. 1981-82 Annual Report. ED 229 186
Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982. ED 228 562
Manual for Using Abuse and Neglect Indicators and Index. ED 229 119
Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981. ED 228 561
Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report. ED 229 497
The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy. ED 228 451
The Impact of Computer-Assisted Instruction on Disadvantaged Young Adults in a Non-Traditional Educational Environment. ED 229 501
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation. ED 229 115
The Work-Education Consortium Project: A Report on the First Two Years. ED 228 392
Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982. ED 229 207
TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report. ED 228 448
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools. ED 229 487
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits. ED 228 408
Youths at High Risk for Unemployment: Evaluation of an Intervention Program. ED 228 582

Program Evaluation
A Computerized System for the Evaluation of Achievement in Title I. ED 229 392
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures. ED 229 394
A Guide for the Systematic Review of Academic Programs. ED 229 079
A School District Guide for Evaluating Programs for the Gifted. ED 229 439
An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3. ED 228 636
An Effective Microcomputer Inservice: Designing and Using Awareness Workshops. ED 229 352
An Evaluation of a Teacher Education Program. ED 229 373
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi. ED 228 608
Applicability of "Standards for Evaluations of Educational Programs, Projects and Materials" in an International Setting. ED 229 390
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research. ED 229 405
Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program. ED 229 404
Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials. ED 229 410
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report. ED 228 887
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. ED 228 888
Evaluating American Indian Bilingual Education Programs: A Topical Bibliography. ED 229 430
Evaluating Individualized Programs. ED 229 408
Evaluation of the First Year of the Integrated Model at Westwood Elementary School. ED 228 718
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82. ED 229 339
Evaluation of Integrated Model: Westwood Secondary School. Report. ED 228 719
Evaluation of Project FAST (Federally Assisted Staff Training). ED 229 397
Evaluation Case Studies. WESTAR Series Paper 016. ED 228 795
Evaluation: Policy Issues. ED 228 396
Improving State Evaluation of Programs and Services for Special Populations in Vocational Education. ED 228 413
Manual for Using Abuse and Neglect Indicators and Index. ED 229 119
Monitoring for Effectiveness of Compliance: Master Guide, Part B--Education of the Handicapped Act. ED 228 783
New Directions for Studying the Interaction between Parent Education and Family Characteristics. ED 229 163
Northern Network. Final Report. Program No. 13.680. ED 228 976
Programming in the Arts: An Impact Evaluation. ED 229 287
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2. ED 228 990
Teacher Education Curricula: Perceptions of First-Year Teachers. ED 229 364
The Child Development Associate Program: Prototype Model: CDA Training Provider Improvement System. ED 229 102
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals. ED 229 424
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks. ED 229 370
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs. ED 229 416

Program Implementation
A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures. ED 229 394
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools. ED 229 473
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management. ED 229 454
An Investigation of Selected Community School Terminations. Research Report 82-108. ED 228 455
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979). ED 228 798
Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report. ED 229 003
Federal Policy in Action: A Case Study of an Urban Education Project. ED 229 488
Individualized Study by Technology (IST). ED 229 004
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232. ED 228 471
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235. ED 228 458
Serving Adult Learners. Collaborative Approaches in Five Communities. ED 228 545
Small Business Training: A Guide for Program Building. ED 229 072
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals. ED 229 424
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools. ED 229 475
TAC Serendipity: Random Thoughts on Unanticipated Outcomes. ED 229 418

Program Improvement
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982). ED 228 542
Evaluation: Policy Issues. ED 228 396
High School Equivalency Program--Washington State University. 1981-82 Annual Report. ED 229 186
Improving State Evaluation of Programs and Services for Special Populations in Vocational Education. ED 228 413
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs. ED 229 416

Program Terminations
An Investigation of Selected Community School Terminations. Research Report 82-108. ED 228 455

Program Validation
Student Team Learning Dissemination and Patterns of Use in Schools. ED 229 371

Programed Instructional Materials
Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised. ED 229 331

Programing
Accessing Computers in Education, One Byte at a Time. ED 228 985
Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3. ED 228 984

Programing (Broadcast)
Instructional Radio. Teacher's Guide, 1981-82. ED 228 994
Promoting Science Literacy in Adults Through Television. Final Report. ED 229 234

Programming in the Arts
Programming in the Arts: An Impact Evaluation. ED 229 287

Project FAST
Evaluation of Project FAST (Federally Assisted Staff Training). ED 229 397

Project LINC
Effectiveness of a Neighborhood Based Informal Support System. ED 228 583

Project PACCE
Project PACCE CBAE Materials User's Guide. ED 228 477

Project PASE
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners. ED 228 791

Project Youth
Youths at High Risk for Unemployment: Evaluation of an Intervention Program. ED 228 582

Promotion (Occupational)
Moving through the Organization: A Field Study Assessment of the Patron System. ED 228 675

Promotional Gates Program
Monitoring Promotional Policies: A Parent Documentation. ED 229 452

Property Accounting
Property. ED 228 733

Property Taxes
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature. ED 228 724

Proposed Legislation
Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325. ED 228 419

Proprietary Schools
Guidelines and Standards for Proprietary Schools. ED 228 702
Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education. ED 228 942

Prosocial Behavior
Prosocial Behaviors in a Mainstreamed Preschool. ED 229 174

Proximity
Proximity in Parks: Naturalistic Observation of Family Interactions. ED 229 172

Psychiatric Services
The Spanish Family Guidance Center of Miami. ED 229 465

Psychiatrists
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual. ED 229 120

Psychoeducational Methods
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982. ED 228 754

Psychological Patterns
American, Jordanian, and Other Middle Eastern National Perceptions. ED 229 297
Battered Women: The Relationship of Stress, Support and Coping to Adjustment. ED 228 577
Stability of Aggressive Behavior. ED 229 131

Psychologists
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater). ED 228 961

Psychology
Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages 03. ED 229 021
The Value and Function of Poetic Writing. ED 228 635

Psychometrics
Assessing the Psychometric Quality of Performance Rating Scales: Comparisons among Evaluative Criteria.
ED 229 443

Psychomotor Skills
Children's Changing Capacity to Process Information.
ED 229 380
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers.
ED 228 406
Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546

Psychophysiology
Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461

Psychosociology
Adaptability of Organizational Innovations as a Function of Eco-System Management.
ED 228 563

Psychotherapy
The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
ED 229 463

Public Administration
Phases of Recognition and Management of Financial Crisis in Public Organizations.
ED 228 688

Public Agencies
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299
Northern Network. Final Report. Program No. 13.680.
ED 228 976
Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission.
ED 228 420
U.S. Department of Education Annual Report, Fiscal Year 1982.
ED 228 748

Public Education
Preparing the Climate for Public Education in Coming Decades.
ED 228 710
The Supreme Court's Impact on Public Education.
ED 228 717

Public Health
Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
ED 228 979

Public Law 96 374
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958

Public Libraries
Automated Circulation Systems as a Source of Secondary Information.
ED 229 043
Basic State Plan: State-Federal Agreement, 1982.
ED 229 044
School & Library Service to Children: Crisis in the Southeast.
ED 229 017
Telefax Library Information Network. Executive Report.
ED 229 031
Telefax Library Information Network. Final Report.
ED 229 029
Telefax Library Information Network. TALINET II Continuation Grant.
ED 229 030
The Library and the Independent Adult Learner: An Annotated Bibliography.
ED 229 010

Public Opinion
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241
Opinion Polls--Do You Know What Your Community Thinks?
ED 228 741
The "Checkers" Speech and Televised Political Communication.
ED 228 671

Public Policy
All on One Wire: Pros and Cons of Mega-Channel, Interactive Cable.
ED 228 676
Characteristics of State Grant Programs in 1982-83.
ED 228 947
Guaranteed Student Loans: A Background Paper. Report No. 1.
ED 228 950
Initial Report and Preliminary Recommendations.
ED 228 903
Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.
ED 228 421
Public-Policy Implications of Different Definitions of Learning Disabilities.
ED 228 827
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation.
ED 228 956
Student Financial Assistance and State Policy.
ED 228 955
Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949
Summary of SHEEO Survey.
ED 228 930
The Federal Role in Postsecondary Education.
ED 228 937
Toward Improvement of Credit Policies on Guaranteed Student Loans.
ED 228 953
Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325.
ED 228 419

Public Relations
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491
Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510
Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529

Public School Teachers
Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394
Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population.
ED 229 441

Public Schools
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised.
ED 228 977
Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394
The Turbulent Field of Public School Administration.
ED 228 691

Public Sector
Phases of Recognition and Management of Financial Crisis in Public Organizations.
ED 228 688

Public Service Advertising
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996

Public Service Occupations
CETA: Assessment of Public Service Employment Programs.
ED 228 423

Publications
PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535

Publicity
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard."
ED 228 687
Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491
Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510

Publishing Industry
Factors Involved in the Preparation and Submission of Manuscripts to Professional Journals.
ED 228 649
Round Table of Editors of Library Journals. Papers.
ED 229 032
The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631

Puerto Ricans
Research Issues concerning the Puerto Rican Child and Family.
ED 229 459
The Construction of Meaning in a Second Language: The Polemics of Family and School.
ED 228 871
The Puerto Rican Family: Tradition and the Emergence of Change.
ED 229 492
What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209

Puerto Rico
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628

Punctuation
Computer-Based Instruction on Skills for Addressing Envelopes.
ED 228 982

Qatar
Education in Qatar.
ED 229 395

Qualitative Research
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
ED 229 405
Research and Consciousness of World Views.
ED 229 436

Quality of Life
Childhood in America: A Contemporary Portrait.
ED 229 144
Education and Economic Well-Being: The Role of Non-Market Effects.
ED 229 288
Mothers and Daughters in 20th Century Native American and Immigrant Autobiography.
ED 229 189

Quality Circles
Japanese Management Practices: Everything You Didn't Want to Know but Should Have Asked. Preliminary Draft.
ED 228 740

Quality Control
Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant.
ED 228 536

Quantitative Analysis
A Quantitative Model for Assessing Faculty Promotion.
ED 229 438

Quantitative Research
Research and Consciousness of World Views.
ED 229 436

Quantitative Tests
Biosocial Influences on Sex Differences in School Achievement.
ED 229 422
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.
ED 229 431
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213
What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.
ED 229 415

Queensland Itinerant Teacher Service (Austr
The Queensland Itinerant Teacher Service 1901-1930
ED 229 185

Questioning Techniques
Improving and Encouraging Discussions in the Classroom.
ED 229 338
Message Plausibility and Children's Ability to Monitor Their Own Comprehension.
ED 229 136
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018
The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195

Questionnaires
Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs.
ED 229 416

Race
Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980.
ED 228 934
Changing Characteristics of Student Aid Recipients, 1974, 1981.
ED 228 943

Racial Composition
A Look at the Socio-Economic Adaptation of Mariel Cubans.
ED 229 466
Race and Educational Employment.
ED 228 698

Racial Differences
The New Engineer: Black and White, Male and Female.
ED 229 251

Racial Discrimination
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712
Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434
Legitimizing Race as a Decision Making Criterion: Where Are We Going?
ED 229 498

Racial Factors
Organizational Integration: Attitudes toward Sex or Race Related Programs within One Organization.
ED 228 579

Racial Segregation
Educational Equality as a Key Concept in the Creation of a New Educational Dispensation for South Africa. A Working Paper.
ED 229 467

Radio Language Arts Project (Kenya)
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837

Radiographers
Translation of a Taxonomy into a Curriculum Guide.
ED 229 081

Rate Controlled Speech
Compressed Speech Technology: Implications for Learning and Instruction.
ED 228 998

Rating Scales
An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3.
ED 228 636
The Pictorial-Rating-Scale Sociometric: A Comparison of Two Forms of Administration.
ED 229 434

Rational Numbers
Children's Quantitative Notion of Rational Number.
ED 229 218

Readability
The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631

Reading Ability
A Differentiated Program in Reading for Gifted/Talented.
ED 228 606
Reading Study: Findings, Recommendations, and Implications.
ED 229 070

Reading Achievement
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608
Evidence of the Impact of Bilingual Education: A Meta-analysis.
ED 229 210
In Pursuit of the Elusive Elixir: Predictors of First Grade Reading.
ED 229 109

Reading Attitudes
The Reading Attitudes and Interests of Fifth Graders.
ED 228 626

Reading Comprehension
A Kindergartner Learns to Read for Meaning.
ED 228 620
Does the EFL Reader Need Reading Strategies More Than Language? Some Experimental Evidence.
ED 228 848
Effects of Training in Planfulness on the Performance of Eighth Graders.
ED 228 548
Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
ED 228 634
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language.
ED 228 838
Semantic Webbing in Science.
ED 228 622
Story Constituents and Children's Strategic Preferences.
ED 228 629
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616
Teaching Children to Comprehend Main Ideas.
ED 228 623
Teaching Reading in the Mathematics Class.
ED 228 618
The Distribution of Working Memory Capacity in Reading.
ED 229 412
Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
ED 228 847

Reading Consultants
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
ED 228 621

Reading Difficulties
Bridge Reading Handbook.
ED 228 624
Polyglot Dyslexia.
ED 228 800
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616

Reading Groups
Content Coverage and Contextual Reading in Reading Groups.
ED 228 604

Reading Improvement
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608
An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils.
ED 229 432

Reading Instruction
A Differentiated Program in Reading for Gifted/Talented.
ED 228 606
A Kindergartner Learns to Read for Meaning.
ED 228 620
A Reading Guide: Assisting Content Area Teachers.
ED 228 633
An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers.
ED 229 351
An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils.
ED 229 432
Basic Skills Program Standards.
ED 228 651
Bridge Reading Handbook.
ED 228 624
Content Coverage and Contextual Reading in Reading Groups.
ED 228 604
Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
ED 228 634
Reading through the Curriculum.
ED 228 613
Teaching Children to Comprehend Main Ideas.
ED 228 623
Teaching Reading in the Mathematics Class.
ED 228 618
The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy.
ED 228 451
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
ED 228 821
The Right Brain: An Active Partner in Written Literacy.
ED 228 610
The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

Reading Interests
Books Still Worth Reading.
ED 228 656
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
ED 228 612
The ALAN Review. Spring, 1983.
ED 228 655
The Reading Attitudes and Interests of Fifth Graders.
ED 228 626

Reading Material Selection
A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
ED 229 341
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
ED 228 612

Reading Materials
Has the Incidence of Ageism Decreased in Recent Editions of Basal Readers?
ED 228 627
The Reading Attitudes and Interests of Fifth Graders.
ED 228 626
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits.
ED 228 991

Reading Processes
A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability.
ED 228 605
A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607
Background Knowledge: Context and Familiarity in Reading Comprehension.
ED 228 901
Story Constituents and Children's Strategic Preferences.
ED 228 629
The Right Brain: An Active Partner in Written Literacy.
ED 228 610

Reading Programs
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs.
ED 228 619
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608
Bridge Reading Handbook.
ED 228 624

Reading Readiness
Conversational Strategies in Comprehension Monitoring.
ED 229 128

Reading Research
A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability.
ED 228 605
A Differentiated Program in Reading for Gifted/Talented.
ED 228 606
A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607
A Study: The Relationship of Personality Type to Vocabulary Development.
ED 228 603
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs.
ED 228 619
Content Coverage and Contextual Reading in Reading Groups.
ED 228 604
Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
ED 228 634
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
ED 228 612
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615
Story Constituents and Children's Strategic Preferences.
ED 228 629
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
ED 228 621
Teaching Children to Comprehend Main Ideas.
ED 228 623
Teaching Reading in the Mathematics Class.
ED 228 618
The Reading Attitudes and Interests of Fifth Graders.
ED 228 626
The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

Reading Skills
A Kindergartner Learns to Read for Meaning.
ED 228 620
A Reading Guide: Assisting Content Area Teachers.
ED 228 633
Individual Student Profile.
ED 228 652
Story Constituents and Children's Strategic Preferences.
ED 228 629
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
ED 228 621
Teaching Reading in the Mathematics Class.
ED 228 618
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits.
ED 228 991

Reading Span Test (Daneman and Carpenter)
The Distribution of Working Memory Capacity in Reading.
ED 229 412

Reading Strategies
A Kindergartner Learns to Read for Meaning.
ED 228 620
A Reading Guide: Assisting Content Area Teachers.
ED 228 633
Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
ED 228 634
Story Constituents and Children's Strategic Preferences.
ED 228 [illegible]29
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616

Reading Teachers
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
ED 228 621

Reading Tests
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213
Reading Study: Findings, Recommendations, and Implications.
ED 229 070

Reagan Administration
Legitimizing Race as a Decision Making Criterion: Where Are We Going?
ED 229 498

Reality Therapy
Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982.
ED 228 562
Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981.
ED 228 561

Recall (Psychology)
Age Effects in Information Processing.
ED 228 565
An Examination of Logical vs. Chronological Relation in Explanations of Meaningfulness.
ED 228 601
Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139
Concept Mapping for Individual Assessment.
ED 229 399

Receptive Language
The Preschool Child's Comprehension of Television Commercial Disclaimers.
ED 229 122

Recipes (Food)
Campground Cookery. Outdoor Living Skills Series. Instructor Manual.
ED 229 180

Reciprocity
Factors Important in the Formation of Preschoolers' Friendships.
ED 229 164

Record Keeping
Preschool Program Guidelines.
ED 229 141

Recordkeeping
Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493
Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512
Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
ED 228 531
Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Records (Forms
Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
ED 228 514

Records (Forms)
A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.
ED 228 725
Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512
Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Recreation
In the Mainstream: A Bibliography on the Disabled in Manitoba.
ED 228 770

Recreational Reading
Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
ED 228 612
The Reading Attitudes and Interests of Fifth Graders.
ED 228 626

Recruitment
Indian Foster and Adoptive Care Manual.
ED 229 201

Reduction in Force
A Policy and Administrative Procedure for Reduction in Force, Adopted June 11, 1979.
ED 228 690
Planning Faculty Reduction.
ED 228 925
Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708

Reentry Workers
Job Assistance for Battered Women.
ED 229 063

Reference Materials
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages 06.
ED 229 024

Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5.
ED 229 023
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12.
ED 229 053
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10.
ED 229 028
Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3.
ED 229 021
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8.
ED 229 026
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2.
ED 229 020
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11.
ED 229 052
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
ED 229 025
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1.
ED 229 019
Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4.
ED 229 022
Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9.
ED 229 027
Invasion of the Anthropods. A Selected Annotated Bibliography to Reference Sources and Periodicals in Anthropology.
ED 229 330

Reference Services
Investigations of Computer-Aided Document Search Strategies.
ED 229 009
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018

Referential Communication
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132

Referral
Alliances in Advocacy for Disabled Children and Youth.
ED 228 789
An Analysis of Current Practice in Referring Students for Psychoeducational Evaluation: Implications for Change.
ED 228 823
Generalizations from Five Years of Research on Assessment and Decision Making.
ED 228 828
Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801
Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
ED 228 825
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779

Reflective Judgment Model
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
ED 228 442

Refugees
Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations.
ED 228 844

Regional Characteristics
"Terrain Paper" on Demography and Higher Education.
ED 228 938

Regional Laboratories
Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).
ED 228 715

Regional Planning
PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).
ED 228 978

Registrars (School)
Helping Admissions and Records Officers Communicate with Computer Centers: What Their Needs Are.
ED 228 914

Rehabilitation Act 1973
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.
ED 228 777

Rehabilitation Centers
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.
ED 228 777

Rehabilitation Counselors
Employers' Perceptions of Hiring the Qualified Disabled.
ED 228 453

Reimbursement Programs
Family Foster Care Reimbursement: Results of a National Survey.
ED 229 110
Model Adoption Exchange Payment System: Executive Summary.
ED 229 111

Reinforcement
Burnout: A Term in Search of a Theory.
ED 228 596
Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797

Relaxation Training
Vocabulary Acquisition--First Year German Language Students.
ED 228 839

Relevance (Education)
Elementary School Students' Interaction with the Planned Curriculum Through Their Valuing, Adapting, and Modifying Subject Matter.
ED 229 318
International Symposium on the Evolution of the Content of General Education Over the Next Two Decades. (Paris, France, July 7-11, 1980). Final Report.
ED 229 334
Reading through the Curriculum.
ED 228 613
Social Studies in the Eighties: Old Problems, Current Trends, New Responses.
ED 229 326
Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364

Reliability
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.
ED 229 398

Religion
Portrayal of Religion in Prime-Time Television Drama.
ED 228 664

Religious Freedom
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712

Remedial Mathematics
A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College.
ED 229 087

Remedial Programs
Monitoring Promotional Policies: A Parent Documentation.
ED 229 452
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755

Remedial Reading
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs.
ED 228 619
Bridge Reading Handbook.
ED 228 624

Reminiscence
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly.
ED 228 598

Repeated Measures Design
A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
ED 229 389

Report Generators
Automated Circulation Systems as a Source of Secondary Information.
ED 229 043

Reports
A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.
ED 228 725

Research and Development
R&D and Technological Change in Coal Mining.
ED 228 405

Research and Development Centers
Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).
ED 228 715

Research and Development Exchange
Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).
ED 228 715

Research Design
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study.
ED 229 104
Portrayal of Religion in Prime-Time Television Drama.
ED 228 664

Research Libraries
Art Libraries Section. Special Libraries Division. Papers.
ED 229 035
ARL Annual Salary Survey 1982.
ED 229 048
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries.
ED 229 049
Science and Technology Libraries Section. Special Libraries Division. Papers.
ED 229 038
University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers.
ED 229 042

Research Methodology
Children's Concept Learning: The Child's Concept of Life.
ED 229 126
Data Collection Manual and Sampling Plan. Public Online Catalog Study.
ED 229 015
Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173
Is Unobtrusive Ethical?
ED 229 427
Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447
Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449
Problems in the Comparative Analysis of Bilingual Education.
ED 228 841
Strategies of Life Course Analysis.
ED 229 291
The Development of the Methodology of Judicial Behavior Research: A Historical Review and Critique of the Use and Teaching of Methods.
ED 229 289
The Measurement of Effectiveness: Some Methodological Problems.
ED 229 426
Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992
Working in Classrooms: Learning in Science Project.
ED 229 442

Research Needs
Evaluation of the Research Function in a Large Community College District.
ED 229 089
Evaluation: Policy Issues.
ED 228 396
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
ED 228 442
New Directions for Studying the Interaction between Parent Education and Family Characteristics.
ED 229 163
Portrayal of Religion in Prime-Time Television Drama.
ED 228 664
Selection of a Research Topic in Economic Education.
ED 229 307
Strategies of Life Course Analysis.
ED 229 291
The Development of the Methodology of Judicial Behavior Research: A Historical Review and Critique of the Use and Teaching of Methods.
ED 229 289

Research Papers (Students)
Postponing the Encyclopedia: Children as Researchers.
ED 228 650

Research Practice Relationship
The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report.
ED 228 745

Research Problems
A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
ED 229 389
An Analysis and Evaluation of Research in Cognition and Learning among Older Adults.
ED 228 441
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
ED 229 405
Children's Concept Learning: The Child's Concept of Life.
ED 229 126
Intellectual Development during the College Years: How Strong Is the Longitudinal Evidence.
ED 228 442
Is Unobtrusive Ethical?
ED 229 427
Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449
New Directions for Studying the Interaction between Parent Education and Family Characteristics.
ED 229 163
Reading through the Curriculum.
ED 228 613
Strategies of Life Course Analysis.
ED 229 291
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 475
Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Research Projects
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.
ED 228 777
ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
ED 228 924

Research Results
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447

Research Skills
How to Teach Chess in the Public Schools: A Course Outline.
ED 229 302
Library Research Manual: History.
ED 229 011
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
ED 229 013
Postponing the Encyclopedia: Children as Researchers.
ED 228 650

Research Tools
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #6.
ED 229 024
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #5.
ED 229 023
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12.
ED 229 053
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10.
ED 229 028
Fundamentals of Research in Industrial Psychology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #3.
ED 229 021
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8.
ED 229 026
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2.
ED 229 020
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11.
ED 229 052
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
ED 229 025
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1.
ED 229 019
Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4.
ED 229 022
Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9.
ED 229 027

Research Utilization
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473
Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).
ED 228 714
Labor Market Experiences of Handicapped Youth.
ED 228 445
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448
Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449
Research and Consciousness of World Views.
ED 229 436
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project.
ED 228 432

Researchers
Evaluator Types: Do Differences Matter?
ED 229 429

Resident Assistants
The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
ED 228 905

Residential Institutions
Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190

Residential Programs
The Therapeutic Use of Animals with the Handicapped.
ED 228 768

Residential Schools
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
ED 228 787

Resource Allocation
Overview of the State Allocation Process for Campus-Based Student Aid.
ED 228 973
The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States.
ED 229 181

Resource Centers
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools.
ED 228 482

Resource Materials
Mathematics and Global Survival.
ED 229 233
PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535
Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440

Resource Room Programs
LD Students' Active Academic Responding in Regular and Resource Classrooms.
ED 228 822
The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
ED 228 821

Resource Teachers
Resource Specialist Training Resources. Volume I.
ED 228 774
Resource Specialist Training Resources. Volume II.
ED 228 775
Resource Specialist Training Resources. Volume III.
ED 228 776

Resources in Education
Resources in Education (RIE). Volume 18, Number 9.
ED 228 378

Respite Care
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
ED 228 808

Responses
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children.
ED 229 167

Responsibility
A Resource Guide on Local Vocational Education Advisory Councils for Administrators and Instructors.
ED 228 384

Responsive Education Project NY
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
ED 229 485

Restored Behavior
Restored Behavior and Oral Traditions.
ED 228 684

Retail Stores
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
ED 229 025

Retailing
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
ED 229 025
Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Retention (Psychology)
Memory Magic.
ED 228 574

Retirement
The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations.
ED 228 589

Retraining
Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Retrenchment
Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program.
ED 228 962
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A.
ED 229 064
Phases of Recognition and Management of Financial Crisis in Public Organizations.
ED 228 688
Planning Faculty Reduction.
ED 228 925
The Effects of Phasing Out Social Security Student Benefits.
ED 228 970

Revenue Producing Sports
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports.
ED 229 357

Revision (Written Composition)
The Bridge to Real Writing: Teaching Editing Skills.
ED 228 639

Rewards
Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom.
ED 228 721

Right of Publicity
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard."
ED 228 687

Risk Taking
The Relationships of Attitudes toward Multiple-Choice Tests and Convergent Production, Divergent Production, and Risk-Taking.
ED 229 435

Robotics
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472

Role Perception
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150
Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.
ED 229 385
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347
Practical Practice in Communication Teaching.
ED 228 685

Roommates
Relationship Skills Workshops in University Residence Halls: A Preventive Intervention.
ED 228 569

Rule Application
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Rural to Urban Migration
Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325

Rural Areas
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02.
ED 228 763
Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
ED 228 449

Rural Development
Communications in Developing Countries.
ED 228 986

Rural Education
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.
ED 228 780
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608
Telecommunications and the Rural American, Today and Tomorrow.
ED 229 203
Telecommunications in Rural America: Special Populations, Special Problems.
ED 229 204

Rural Population
OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982.
ED 228 756
Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206

Rural Schools
Individualized Study by Technology (IST).
ED 229 004
Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary .
ED 229 202

Safety Education
Fire Education and the News.
ED 228 541
Office Safety (Part II).
ED 228 539
Professional Preparation for Careers in Safety.
ED 229 386
Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series
ED 228 418
The Million Dollar Bowl. OSHA in the Office.
ED 228 538

Safety Equipment
Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series
ED 228 418

Salaries
ARL Annual Salary Survey 1982.
ED 229 048
Selected Characteristics of Persons in Environmental Science: 1978.
ED 229 231
The Overeducated American in the 1980s.
ED 228 933

Sales Workers
Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492

Salesmanship
Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492
Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511
Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Satellites (Aerospace)
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065

Schechner (Richard)
Restored Behavior and Oral Traditions.
ED 228 684

Schemata (Cognition)
Effecting Changes in Cognitive Structures Amongst Physics Students.
ED 229 238
Semantic Webbing in Science.
ED 228 622

Scholarly Journals
Factors Involved in the Preparation and Submission of Manuscripts to Professional Journals.
ED 228 649

Scholarship
A Monograph Sequel: Have You Ever Thought of Being a Dean?
ED 228 968

School Accidents
A Survey of Accidents in the Secondary School Science Laboratory.
ED 229 280

School Administration
Should School Administrators Be Leaders or Managers?
ED 228 743

School Based Management
Rebuilding Education to Make It Work. Report.
ED 228 689

School Business Relationship
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
ED 229 057
Basic Skills in the U.S. Work Force. The Contrasting Perceptions of Business, Labor, and Public Education.
ED 229 456
BIC (Business-Industry Council): A Concept Paper for Administrative Discussion.
ED 229 068
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel.
ED 229 061
Corporate Education and Training.
ED 228 931
Education and Training in Labor Unions.
ED 228 951
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065
Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223.
ED 228 412
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483
Small Business Training Models for Community Growth.
ED 229 062
Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report.
ED 228 416
Walworth County Employer Needs Assessment Study.
ED 229 097
School Choice
Rebuilding Education to Make It Work. Report.
ED 228 689
School Community Programs
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 484
School Community Relationship
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel.
ED 229 061
Community Environments and Parent Participation with Appendices .
ED 229 460
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 484
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
ED 229 485
Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461
Small Business Training: A Guide for Program Building.
ED 229 072
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools.
ED 229 471
The Black Advisory Committee of Valencia Community College. Guidelines.
ED 229 059
School Demography
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058
School Desegregation
An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.
ED 228 739
Ways to Improve Schools and Education. Final Interim Report.
ED 228 738
School District Reorganization
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704
School District Size
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704
School District Spending
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704
School Districts
A Resource Guide on Local Vocational Education Advisory Councils for Administrators and Instructors.
ED 228 384
A School District Guide for Evaluating Programs for the Gifted.
ED 229 439
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report.
ED 229 388
Instructional Computing--A Planning Guide: Reaching for the Future.
ED 228 988
Monitoring for Effectiveness of Compliance: Master Guide, Part B--Education of the Handicapped Act.
ED 228 783
Procedures for Kentucky Accreditation Program.
ED 228 744
Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708
Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports.
ED 229 356
The Relationship Between Evaluative Data and School Decision-Making.
ED 229 437
The Work-Education Consortium Project: A Report on the First Two Years.
ED 228 392
TAC Serendipity: Random Thoughts on Unanticipated Outcomes.
ED 229 418
School Effectiveness
An Analysis of Bias in the Selection of School Outliers.
ED 229 406
Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement.
ED 229 457
Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).
ED 228 715
Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).
ED 228 714
Elementary School Students' Interaction with the Planned Curriculum Through Their Valuing, Adapting, and Modifying Subject Matter.
ED 229 318
Further Evidence of School Effects.
ED 228 737
Hudson's Bay High School: A Model for Effective Schools.
ED 228 735
Quality High Schools: What Principals Have to Say. Monograph.
ED 228 716
The Measurement of Effectiveness: Some Methodological Problems.
ED 229 426
19 Improving Schools and Why: Their "Formula for Success."
ED 228 713
School Funds
Finance.
ED 228 732
School Holding Power
Retention: Locking the Revolving Door.
ED 229 075
School Law
Bargaining.
ED 228 729
Employees.
ED 228 728
Finance.
ED 228 732
Governance.
ED 228 727
Higher Education.
ED 228 734
Property.
ED 228 733
Pupils.
ED 228 730
School Officials and the Courts: Update 1982. ERS Monograph.
ED 228 695
The Supreme Court's Impact on Public Education.
ED 228 717
The Yearbook of School Law, 1982.
ED 228 726
Torts.
ED 228 731
School Libraries
Exemplary Media Programs in School Districts of South Carolina.
ED 228 993
School & Library Service to Children: Crisis in the Southeast.
ED 229 017
School Location
Developing Study Stations on Your School Site.
ED 229 221
School Organization
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480
School Outliers
An Analysis of Bias in the Selection of School Outliers.
ED 229 406
School Personnel
Employees.
ED 228 728
Negotiation Research Digest, April 1967-June 1975.
ED 229 333
School Policy
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.
ED 229 317
Governance.
ED 228 727
Inner-City Private Elementary Schools: A Study.
ED 229 455
Parent Handbook, Laboratory Nursery School.
ED 229 176
References & Resources for Secretaries and Clerical Personnel, 1980. Manual 4200-1.
ED 229 092
School Drug Abuse Policy Development Guide: For School and Community Officials.
ED 228 602
School Psychologists
Handbook for Vocational School Psychology.
ED 228 760
School Responsibility
Early Childhood Education: A Handbook for Program Development in a Day Nursery.
ED 229 140
School Role
Community, Educational, and Social Impact Perspectives.
ED 228 456
Illinois Alternative Schools and the Employment and Training Community.
ED 228 400
Increasing Community Involvement in Cooperative Vocational Education.
ED 228 433
School Drug Abuse Policy Development Guide: For School and Community Officials.
ED 228 602
Secondary Schooling and the World of Work.
ED 228 407
Teaching and Learning about Aging. Developments in Classroom Instruction Series.
ED 228 581
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470
School Schedules
Resource Specialist Training Resources. Volume III.
ED 228 776
School Segregation
Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
ED 229 491
School Self Improvement Project NY
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483
School Shops
Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459
Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series
ED 228 418
School Size
Noncollegiate Postsecondary Schools with Occupational Programs, 1982. National Center for Education Statistics: Early Release.
ED 228 436
School Support
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature.
ED 228 724
Finance.
ED 228 732
School Taxes
Finance.
ED 228 732
Schools of Education
Have Skills: Will Teach?
ED 229 335
Science and Society
Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).
ED 229 255
Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982).
ED 229 254
Science Activities
Career Education Program for Elementary Students: Science.
ED 228 466
Science Careers
Career Education Program for Elementary Students: Science.
ED 228 466
Science Curriculum
Add a Little Frill: Science in the Elementary School.
ED 229 277
An Annotated Bibliography of Teaching Bioethics in the Public Secondary School.
ED 229 232
Innovation in the Science Curriculum: Classroom Knowledge and Curriculum Change.
ED 228 904
Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).
ED 229 255
Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982).
ED 229 254
Science Education
Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275
Career Education Program for Elementary Students: Science.
ED 228 466
Effecting Changes in Cognitive Structures Amongst Physics Students.
ED 229 238
National Science Foundation. Grants and Awards for Fiscal Year 1981.
ED 229 225
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma).
ED 229 278
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2.
ED 228 990
Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).
ED 229 255
Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982).
ED 229 254
Working in Classrooms: Learning in Science Project.
ED 229 442
Science Education Research
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226
Science Fiction
Prophecy, Pulp, or Punt: Science Fiction, Scenarios, and Values.
ED 229 314
Science Instruction
Add a Little Frill: Science in the Elementary School.
ED 229 277
An Annotated Bibliography of Teaching Bioethics in the Public Secondary School.
ED 229 232
Cognitive Process Instruction: New Approaches to Learning in Science.
ED 228 614
Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'.
ED 229 249
Effecting Changes in Cognitive Structures Amongst Physics Students.
ED 229 238
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.
ED 229 230
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274
Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276
Professional Improvement Plans in Science.
ED 229 279
Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234
Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989
Public Knowledge and Private Understandings.
ED 229 256
Semantic Webbing in Science.
ED 228 622
Students' Notions About the Energy Concept--Before and After Physics Instruction.
ED 229 237
The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances.
ED 229 281
Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).
ED 229 255
Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982).
ED 229 254
Science Laboratories
A Survey of Accidents in the Secondary School Science Laboratory.
ED 229 280
Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
ED 229 228
Science Projects
Working in Classrooms: Learning in Science Project.
ED 229 442
Science Supervision
Professional Improvement Plans in Science.
ED 229 279
Science Teachers
Innovation in the Science Curriculum: Classroom Knowledge and Curriculum Change.
ED 228 904
Sciences
National Science Foundation. Grants and Awards for Fiscal Year 1981.
ED 229 225
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257
Scientific and Technical Information
Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976).
ED 229 008
Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977).
ED 229 012
Science and Technology Libraries Section. Special Libraries Division. Papers.
ED 229 038
Scientific Concepts
Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275
Scientific Literacy
Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234
Scientific Principles
Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275
Scientists
Selected Characteristics of Persons in Environmental Science: 1978.
ED 229 231
Scope of Bargaining
Bargaining.
ED 228 729
Scores
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.
ED 229 401
Scoring Formulas
Adjusting Observational Ratings to Improve Inter-Rater Consistency.
ED 229 420
Scott Foresman Company
The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631
Screening Tests
Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801
Resource Specialist Training Resources. Volume III.
ED 228 776
Scripts (Knowledge Structures)
Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173
Script Development and Memory Organization.
ED 229 160
Search Intermediaries
Investigations of Computer-Aided Document Search Strategies.
ED 229 009
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018
Search Strategies
Library Research Manual: History.
ED 229 011
Seattle Community College District WA
Managing Contraction: An Institution Experiences Contraction. Seattle Community College District, Seattle, Washington, U.S.A.
ED 229 064
Second Language Instruction
A Survey of Materials for the Study of the Uncommonly Taught Languages: Supplement, 1976-1981.
ED 228 863
A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
ED 228 834
A Three-Dimensional Approach to Evaluating Teaching Performance.
ED 228 865
An Enrichment Model for Gifted/Talented ESL Pupils.
ED 228 898
Applied Linguistics: The Use of Linguistics in ESL.
ED 228 840
Being There.
ED 228 894
Correcting Students' Free Writing--Help or Hindrance?
ED 228 850
Does the EFL Reader Need Reading Strategies More Than Language? Some Experimental Evidence.
ED 228 848
ESL Teachers and Students Making and Playing Games.
ED 228 836
Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools.
ED 228 842
Listening Activities for Small Groups.
ED 228 867
On TESOL '82. Pacific Perspectives on Language Learning and Teaching.
ED 228 890
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions.
ED 228 892
Perspectives on TESOL.
ED 228 874
Reformulating Second-Language Compositions: A Potential Source of Input for the Learner.
ED 228 866
Some Current Problems in Communicative Language Teaching.
ED 228 835
The Communicative Classroom: Tasks, Materials, Methodology.
ED 228 896
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837
Un Poquito de Espanol (A Little Bit of Spanish). A Guide Book for ADDitions Volunteers Teaching Spanish in Elementary Schools.
ED 228 832
Second Language Learning
ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856
European Expert Meeting on the Forms of Autodidactic Learning (Paris, France, October 16-19, 1979). Final Report and Recommendations.
ED 228 875
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language.
ED 228 838
Interlanguage Modality.
ED 228 861
Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report.
ED 228 860
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning.
ED 228 893
Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
ED 228 847
Vocabulary Acquisition--First Year German Language Students.
ED 228 839
Second Language Programs
Chicken or Egg? Communicative Methodology or Communicative Syllabus Design.
ED 228 895
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report.
ED 228 887
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12.
ED 228 888
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. I: Policy and Planning.
ED 228 891
Secondary Analysis
Promoting Evaluation Use Through Technical Assistance: An SEA Example.
ED 229 433
Secondary School Curriculum
The New York State Core Curriculum for English as a Second Language in the Secondary Schools.
ED 228 878
Secondary School Mathematics
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .
ED 228 784
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
ED 229 219
Topics for Mathematics Clubs. Second Edition.
ED 229 217
Secondary School Science
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
ED 228 785
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .
ED 228 784
A Survey of Accidents in the Secondary School Science Laboratory.
ED 229 280
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226
Aerospace Bibliography. Seventh Edition.
ED 229 246
An Annotated Bibliography of Teaching Bioethics in the Public Secondary School.
ED 229 232
Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
ED 229 228
Pre-Instructional Conceptions about Transformations of Substances.
ED 229 235
Professional Improvement Plans in Science.
ED 229 279
Public Knowledge and Private Understandings.
ED 229 256
Students' Notions About the Energy Concept--Before and After Physics Instruction.
ED 229 237
The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances.
ED 229 281
Secondary School Teachers
Secondary Schooling and the World of Work.
ED 228 407
Secretaries
References & Resources for Secretaries and Clerical Personnel, 1980. Manual 4200-1.
ED 229 092
Selective Service
Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 923
Self Actualization
The Pedagogy of Value-Confrontation.
ED 229 056
Self Care Skills
Nutrition Super Stars 7th and 8th Grades .
ED 229 375
Self Concept
Affective Responses of Community College Students to Self-Selected Criteria of Success.
ED 229 078
Differences Between Actual Motor Ability and Physical Self-Concept (Perceived Motor Performance/Body Image) of Fifth-Grade Boys.
ED 229 372
Effects of Two Treatments on Anxiety, Self-Concept and Locus of Control.
ED 228 564
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
ED 229 219
Politeness Strategies in the Interaction of Women and Men.
ED 229 324
The Nature of Self-Structure and Adaptability between Early and Late Adulthood.
ED 228 578
Self Concept Measures
Perez Self-Concept Inventory. Test Manual.
ED 228 877
Self Determination
The Managing Independent Living Program and the Development of Reasoning Processes.
ED 229 311
Self Directed Groups
European Expert Meeting on the Forms of Autodidactic Learning (Paris, France, October 16-19, 1979). Final Report and Recommendations.
ED 228 875
Self Evaluation
Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499
Self Evaluation (Groups)
A Guide for the Systematic Review of Academic Programs.
ED 229 079
Self Evaluation (Individuals)
Affective Responses of Community College Students to Self-Selected Criteria of Success.
ED 229 078
Assessing Metacognitive Skills in Problem Solving.
ED 229 403
Assessment and Curriculum Guide for Special Students.
ED 228 402

Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.
ED 229 385
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347
Effects of Achievement Tendencies and Competitive Outcomes on Performance.
ED 229 367
Practical Practice in Communication Teaching.
ED 228 685
The Mental Health of College and University Professors Engaged in Teacher Education.
ED 228 959
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363

Self Help Programs
The Managing Independent Living Program and the Development of Reasoning Processes.
ED 229 311

Semantic Webbing
Semantic Webbing in Science.
ED 228 622
The Right Brain: An Active Partner in Written Literacy.
ED 228 610

Semantics
Interlanguage Modality.
ED 228 861
The Construction of Meaning in a Second Language: The Polemics of Family and School.
ED 228 871
Understanding Passives with Non-Action Verbs.
ED 228 862

Seminars
Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).
ED 228 715

Sensory Experience
Aesthetic Response: An Overview of Selected Theories and the Postulation of a Model.
ED 228 567

Sentence Structure
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646
A Lexical Approach to Passive in ESL.
ED 228 902
Understanding Passives with Non-Action Verbs.
ED 228 862

Serial Ordering
Children's Perceptions of the Elderly.
ED 229 171

Severe Disabilities
Teaching Research Music Program for Moderately and Severely Handicapped Children.
ED 228 767
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
ED 228 754
Quality Education for the Severely Handicapped.
ED 228 812
Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped.
ED 228 759

Sex
Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980.
ED 228 934

Sex Bias
"Physician, Heal Thyself": Language, Like Air, Can Be Unhealthful; Counselor-Educators Should Lead Clean-Up.
ED 228 575
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers.
ED 229 123
Managerial Women in Mixed Groups: Implications of Recent Research.
ED 228 665
Organizational Integration: Attitudes toward Sex or Race Related Programs within One Organization.
ED 228 579
Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences.
ED 228 683
Sexual Harassment as Discrimination: Guidelines for Effective Responses.
ED 228 677

Sex Differences
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997
Biosocial Influences on Sex Differences in School Achievement.
ED 229 422
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences.
ED 229 106
Children's Understanding of Feelings: A Developmental Study.
ED 229 138
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.
ED 229 230
In Pursuit of the Elusive Elixir: Predictors of First Grade Reading.
ED 229 109
Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference.
ED 229 169
Male-Female Differences in Cognitive Abilities in Various Age Groups. Technical Report 1982-3.
ED 228 415
Men's and Women's Satisfying and Frustrating Experiences in Close Relationship Interactions.
ED 228 572
Parent, Child and Observer Gender as Determinants of Perceived Abuse.
ED 228 580
Personality Correlates of Moral Reasoning: A Preliminary Report.
ED 228 558
Proximity in Parks: Naturalistic Observation of Family Interactions.
ED 229 172
Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences.
ED 228 683
Sex-Role Development and Father-Absence: Comparing Meta-Analyses.
ED 229 125
Taking the Initiative: A Green Light for Contraceptive Responsibility?
ED 228 600
The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children.
ED 229 103
The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.
ED 228 657
The New Engineer: Black and White, Male and Female.
ED 229 251

Sex Discrimination
Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434
Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394
Sexual Harassment as Discrimination: Guidelines for Effective Responses.
ED 228 677
Women Employed in Corrections.
ED 228 540

Sex Fairness
Sexual Harassment as Discrimination: Guidelines for Effective Responses.
ED 228 677
Sexual Harassment on the Job. A Guide for Employers.
ED 228 422
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
ED 228 573

Sex Role
Interaction with an Infant by Preschoolers: An Attempt to Modify the Sex Difference.
ED 229 169
Role Salience on Three Continents (Australia, Europe and North America).
ED 228 425
Sex-Role Development and Father-Absence: Comparing Meta-Analyses.
ED 229 125
Women Nurses and Male Physicians: Their Educational Relationships.
ED 228 965

Sex Stereotypes
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095

Sexual Abuse
Manual for Using Abuse and Neglect Indicators and Index.
ED 229 119

Sexual Harassment
Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394
Sexual Harassment as Discrimination: Guidelines for Effective Responses.
ED 228 677
Sexual Harassment on the Job. A Guide for Employers.
ED 228 422

Shared Services
Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers.
ED 229 037
National Libraries Section. General Research Libraries Division. Papers.
ED 229 040
University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers.
ED 229 042

Short Stories
Good Reading from and about Australia for 10-15 Year Olds.
ED 229 298

Siblings
Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly.
ED 228 598

Silent Reading
A Description of the Psycholinguistic Dimensions of the Oral and Silent Reading Processes by Third-Grade Readers of High and Average Ability and Sixth-Grade Readers of High and Low Ability.
ED 228 605

Simulation
A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
ED 229 389
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997
Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model.
ED 229 450
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation.
ED 229 242
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised.
ED 228 977
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual.
ED 229 120
Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students.
ED 229 417

Simulation Games
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997

Site Analysis
Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523

Site Development
Developing Study Stations on Your School Site.
ED 229 221

Site Selection
Applications of Electronic Technologies to Rural Education.
ED 229 205
Developing Study Stations on Your School Site.
ED 229 221
Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485
Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504
Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523

Situational Variables
Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences.
ED 229 106

Skill Development
Campground Cookery. Outdoor Living Skills Series. Instructor Manual.
ED 229 180
Effects of Training in Planfulness on the Performance of Eighth Graders.
ED 228 548
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers.
ED 228 406
Relationship Skills Workshops in University Residence Halls: A Preventive Intervention.
ED 228 569
Youths at High Risk for Unemployment: Evaluation of an Intervention Program.
ED 228 582

Sma
Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508

Small Bu
Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511

Small Busi
Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
ED 228 533

Small Busin
Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
ED 228 505

Small Businesses
Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483
Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502
Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521
Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488
Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10.
ED 228 526
Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9.
ED 228 487
Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
ED 228 506
Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9.
ED 228 525
Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
ED 228 480
Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481
Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500
Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
ED 228 519
Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486
Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8.
ED 228 524
Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493
Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512
Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
ED 228 531
Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485
Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504
Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523
Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489
Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527
Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494
Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513
Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532
Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495
Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492
Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530
Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482
Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501
Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
ED 228 520
Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503
Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522
Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491
Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529
Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
ED 228 496
Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.
ED 228 515
Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534
PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C.
ED 228 516
PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535
PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497
Small Business Training Models for Community Growth.
ED 229 062
Small Business Training: A Guide for Program Building.
ED 229 072
Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479
Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
ED 228 498
Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Small Group Instruction
Applications of Electronic Technologies to Rural Education.
ED 229 205
Changes in the Rhythm of Lessons Following a Teacher-Training Workshop in Medical School.
ED 229 365
Listening Activities for Small Groups.
ED 228 867

Small Schools
A Multiple-Progress Plan for the Small School?
ED 229 184
Applications of Electronic Technologies to Rural Education.
ED 229 205
Planning an Outdoor Learning Environment for a Small School.
ED 229 183
Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182
Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary .
ED 229 202
The Queensland Itinerant Teacher Service 1901-1930
ED 229 185

Social Adjustment
The Mental Health of College and University Professors Engaged in Teacher Education.
ED 228 959

Social Attitudes
An Annotated Bibliography of Literature Dealing with the Need for Death Education.
ED 229 360
The Socialization of White Females in Classrooms.
ED 229 135
Towards a Model of Ethnic Prejudice in Cognition and Discourse. Prepublication/Working Paper No. 1.
ED 229 296

Social Behavior
Correlates of Fighting in First and Second Grade Children: A Naturalistic Study.
ED 229 127
Social Skills: Principles, Procedures and Practices.
ED 228 762
Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
ED 228 979

Social Change
American Families and Social Policies for Services to Children.
ED 229 157
Prophecy, Pulp, or Punt: Science Fiction, Scenarios, and Values.
ED 229 314
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany. November 5-12, 1980).
ED 228 446

Social Class
In Pursuit of the Elusive Elixir: Predictors of First Grade Reading.
ED 229 109
The Effects of Maternal Employment on the Academic Attitudes and Performance of School-Aged Children.
ED 229 103

Social Cognition
Changes in the Social Climate of a College Campus over a Decade.
ED 228 585
Politeness Strategies in the Interaction of Women and Men.
ED 229 324
Towards a Model of Ethnic Prejudice in Cognition and Discourse. Prepublication/Working Paper No. 1.
ED 229 296

Social Development
Arguments with Parents and Parent-Peer Involvement during Adolescence.
ED 228 571

Social Differences
Hispanic American Diversity.
ED 229 464

Social Environment
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany. November 5-12, 1980).
ED 228 446

Social Experience
Children's Perceptions of the Elderly.
ED 229 171

Social History
The Queensland Itinerant Teacher Service 1901-1930
ED 229 185

Social Indicators
Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches.
ED 229 286

Social Influences
Biological and Social Correlates of Mental Development in Young Children.
ED 229 112
Biosocial Influences on Sex Differences in School Achievement.
ED 229 422
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Social Integration
Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
ED 228 718
Evaluation of Integrated Model: Westwood Secondary School. Report.
ED 228 719
Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206

Social Interaction
An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142
Children's Strategies in Interpersonal and Task Situations.
ED 229 159

Social Networks
Support Networks of Dual Career Couples.
ED 228 590
The Effects of Contemporary Changes in Work and Retirement on Women's Preferences for Power and Peer Relations.
ED 228 589

Social Problems
Childhood in America: A Contemporary Portrait.
ED 229 144

Social Referencing
The Effect of Maternal Touching on Infant Social Referencing.
ED 229 152

Social Responsibility
The Ethics of Communication: There's Enough Blame to Go Around.
ED 228 686

Social Sciences
Final Report on a Queens College Program for Secondary School Personnel.
ED 229 304
Social Science Libraries Section. Special Libraries Division. Papers.
ED 229 039

Social Security Benefits
The Effects of Phasing Out Social Security Student Benefits.
ED 228 970

Social Services
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
ED 229 458

Social Studies
Innovations for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum.
ED 228 846
Social Studies in the Eighties: Old Problems, Current Trends, New Responses.
ED 229 326
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284
The Pedagogy of Concept Learning in the Elementary Grades: An Interdisciplinary Approach.
ED 229 303
The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education.
ED 229 285

Social Support Groups
Battered Women: The Relationship of Stress, Support and Coping to Adjustment.
ED 228 577
Effectiveness of a Neighborhood Based Informal Support System.
ED 228 583
Integration of Formal, Nonformal and Informal Support Systems.
ED 228 549
Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206
Support Networks of Dual Career Couples.
ED 228 590
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116

Socialization
Interaction with Babies as Guidance in Development.
ED 229 124
Social Development in Six-Year-Old Identical and Fraternal Twins.
ED 229 166
Suggestion and Expectancy in Emotional Socialization.
ED 229 151
Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
ED 228 979
The Socialization of White Females in Classrooms.
ED 229 135

Sociocultural Patterns
Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853
Cultural Differences in Communication Patterns: Classroom Adaptations and Translation Strategies.
ED 228 900
Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852

Socioeconomic Background
A Look at the Socio-Economic Adaptation of Mariel Cubans.
ED 229 466

Socioeconomic Status
A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78.
ED 229 499
Afro-Americans: A Bibliography of U.S. Government Documents Indexed in the Monthly Catalog of U.S. Government Publications, Jan. 1970 through July 1982.
ED 229 328
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.
ED 229 398
Hispanic American Diversity.
ED 229 464
Hispanic Diversity in New York City.
ED 229 462
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34.
ED 229 490
The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

Sociolinguistics
Applied Linguistics: The Use of Linguistics in ESL.
ED 228 840
ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report.
ED 228 857
Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study.
ED 229 168

Sociology
Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
ED 229 294

Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1.
ED 229 019

Soil Conservation
Approved Practices in Soil Conservation. Fifth Edition.
ED 229 220

Soil Science
Approved Practices in Soil Conservation. Fifth Edition.
ED 229 220

Solar Energy
Energy Adventure Center. Activity Book. Revised and Expanded Edition.
ED 229 244

South Carolina
Exemplary Media Programs in School Districts of South Carolina.
ED 228 993
ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.
ED 228 995
Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708

Southeastern Library Association
School & Library Service to Children: Crisis in the Southeast.
ED 229 017

Space Exploration
Aerospace Bibliography. Seventh Edition.
ED 229 246

Space Sciences
Aerospace Bibliography. Seventh Edition.
ED 229 246

Space Utilization
Planning an Outdoor Learning Environment for a Small School.
ED 229 183
Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182

Spanish
Language and Cultural Skills for Travel Industry Managers.
ED 228 886
Un Poquito de Espanol (A Little Bit of Spanish). A Guide Book for ADDitions Volunteers Teaching Spanish in Elementary Schools.
ED 228 832
Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
ED 228 847

Spanish Family Guidance Center FL
The Spanish Family Guidance Center of Miami.
ED 229 465

Spanish Speaking
Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
ED 229 493
Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
ED 229 494
Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 495
George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 496
Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report.
ED 228 766
Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869
Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres. cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).
ED 228 868
Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report.
ED 229 497
Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped.
ED 228 759
The Implications of Placement Decisions of Spanish Speaking Children.
ED 229 211

Spatial Ability
Children's Conceptions of Spatial Relationships in Drawings and Photographs.
ED 229 400

Spatial Distribution
Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325

Special Education
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs.
ED 228 619
An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning.
ED 228 829
Assessment and Curriculum Guide for Special Students.
ED 228 402
Community Advisory Committee Guidelines. Volume I.
ED 228 810
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773
Educational Decision Making in Students' Careers. Final Report.
ED 228 586
Long-Term Effects of Parent Education Follow Through Program Participation.
ED 229 113
Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
ED 228 772
Sources of Information in Learning Disabilities and Special Education Literature.
ED 228 765
Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A.
ED 228 782
Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
ED 228 804
Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
ED 228 758

Special Education Teachers
Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802

Special Libraries
Art Libraries Section. Special Libraries Division. Papers.
ED 229 035
Geography and Map Libraries Section. Special Libraries Division. Papers.
ED 229 036
Science and Technology Libraries Section. Special Libraries Division. Papers.
ED 229 038
Special Libraries Division. Papers.
ED 229 033

Special Needs Groups
Improving State Evaluation of Programs and Services for Special Populations in Vocational Education.
ED 228 413

Special Needs Students
Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 228 427
Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380
VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404

Speech Communication
CEDA Yearbook.
ED 228 668
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning.
ED 228 893
Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852
Practical Practice in Communication Teaching.
ED 228 685
Some Current Problems in Communicative Language Teaching.
ED 228 835
The Future of the Microcomputer in the Speech Communication Classroom.
ED 228 669
The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education.
ED 229 285
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786

Speech Compression
Compressed Speech Technology: Implications for Learning and Instruction.
ED 228 998

Speech Curriculum
Practical Practice in Communication Teaching.
ED 228 685
The Future of the Microcomputer in the Speech Communication Classroom.
ED 228 669

Speech Evaluation
Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate.
ED 228 788

Speech Instruction
Sex Discrimination in Grading in the Basic Course?: Removing Potential Explanations for Differences.
ED 228 683

Speech Skills
Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132

Speech Therapy
Culturally/Linguistically Different Children: Report Writing Guidelines for Speech-Language Pathologists and Summary of Project Communicate.
ED 228 788

Speeches
The "Checkers" Speech and Televised Political Communication.
ED 228 671

Spelling
Phonemic Analysis and the Development of Spelling.
ED 229 143

Spouses
Personality and Marriage: Cognitive Style and Locus of Control as Mediators of Marital Complaints.
ED 228 570

Staff De
Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Staff Development
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
ED 228 805
Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education.
ED 228 806
Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement.
ED 229 457
Low Cost/High Value Staff Development Program.
ED 229 088
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
ED 228 754
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools.
ED 229 482
The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy.
ED 228 451
The SEECC Pre-School Project: Parent-Partner Training Program.
ED 228 764

Staff Orientation
References & Resources for Secretaries and Clerical Personnel, 1980. Manual 4200-1.
ED 229 092

Staff Role
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478
TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Standard Setting
Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers.
ED 229 428

Standard Spoken Usage
Words: What Goes with What?
ED 228 872

Standardized Tests
An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities.
ED 229 054
Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
ED 229 446
Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
ED 229 346

Standards
Applicability of "Standards for Evaluations of Educational Programs, Projects and Materials" in an International Setting.
ED 229 390
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
ED 229 405
Development of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials.
ED 229 410
Evaluation Standards: Reorganization for the Brazilian Educational Reality.
ED 229 407
Is Unobtrusive Ethical?
ED 229 427
Issues in Standard Setting: Some Comments, Some Suggestions, and Maybe Even a Few Answers.
ED 229 428
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation.
ED 229 402

Standards for Evaluation Educ Prog Proj Mat
Applicability of "Standards for Evaluations of Educational Programs, Projects and Materials" in an International Setting.
ED 229 390
Applicability of Standards for Evaluations of Educational Programs, Projects and Materials in an International Setting: Qualitative Research.
ED 229 405
Evaluation Standards: Reorganization for the Brazilian Educational Reality.
ED 229 407
Political and Organizational Pre-Conditions for Application of the Standards for Educational Evaluation.
ED 229 402

State Agencies
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program.
ED 228 929

State Aid
Another Look at SSIG.
ED 228 946
Characteristics of State Grant Programs in 1982-83.
ED 228 947
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation.
ED 228 956
Summary of College Board Studies on the SSIG Program.
ED 228 945
Summary of SHEEO Survey.
ED 228 930

State Aid Formulas
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature.
ED 228 724

State Church Separation
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712
Pupils.
ED 228 730

State Courts
Implementing the Indian Child Welfare Act of 1978.
ED 229 194

State Departments of Education
A Computerized System for the Evaluation of Achievement in Title I.
ED 229 392
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
ED 229 454
A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.
ED 229 401
Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education.
ED 228 806
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report.
ED 229 388
Promoting Evaluation Use Through Technical Assistance: An SEA Example.
ED 229 433

State Government
Citizen Participation in the American Federal System.
ED 229 316
Improving Citizenship Education: Secondary Handbook.
ED 229 322
Student Financial Assistance and State Policy.
ED 228 955

State Programs
A Competency Based Achievement Program with Local Standards.
ED 229 423
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.
ED 229 401
Coalition Building: Drawing Universal Truths from Biased History.
ED 229 300
Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests.
ED 229 413
Family Foster Care Reimbursement: Results of a National Survey.
ED 229 110
Improving State Evaluation of Programs and Services for Special Populations in Vocational Education.
ED 228 413
Tutoring: A National Perspective.
ED 228 722
What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.
ED 229 415

State Regulation
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools.
ED 228 703
Guidelines and Standards for Proprietary Schools.
ED 228 702

State Schools
Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
ED 228 787

State Standards
"Kentucky v. Rudasill": Another Blow to State Regulation of Nonpublic Schools.
ED 228 703
A Competency Based Achievement Program with Local Standards.
ED 229 423
Early Childhood Education: A Handbook for Program Development in a Day Nursery.
ED 229 140
Guidelines and Standards for Proprietary Schools.
ED 228 702
Preschool Program Guidelines.
ED 229 141
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
ED 228 700

State Student Incentive Grant Program
Another Look at SSIG.
ED 228 946
Summary of College Board Studies on the SSIG Program.
ED 228 945

State Universities
Nevada 2000: Future Directions for Nevada's Colleges and Universities.
ED 228 921

Statewide Planning
Basic State Plan: State-Federal Agreement, 1982.
ED 229 044
Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
ED 228 805
Nevada 2000: Future Directions for Nevada's Colleges and Universities.
ED 228 921
Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports.
ED 229 356

Statistical Data
Educating the Educator: U.S. Government Statistical Sources for Geographic Research and Teaching.
ED 229 299

Stereotypes
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150

Stimulus Characteristics
Script Development and Memory Organization.
ED 229 160

Story Problems (Mathematics)
Story Problem Formats: Some Interview Results.
ED 229 419

Stranger Reactions
The Effect of Maternal Touching on Infant Social Referencing.
ED 229 152

Strategic Planning
A Model for the Integration of a Computer Literacy Component into the General Education Curriculum.
ED 228 960

Stress Variables
Battered Women: The Relationship of Stress, Support and Coping to Adjustment.
ED 228 577
Burnout: A Term in Search of a Theory.
ED 228 596
Coping with Parental Problems: Issues in Judging Effectiveness.
ED 228 588
Satisfactions of Parenting.
ED 228 560
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369
Teacher Stress: Complex Model Building with LISREL. Pedagogical Reports, No. 16.
ED 229 332
The Single-Parent Family: A Complex System.
ED 228 599

Student Attitudes
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297
An Annotated Bibliography of Literature Dealing with the Need for Death Education.
ED 229 360
An Evaluation of a Teacher Education Program.
ED 229 373
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers.
ED 228 443
Changes in the Social Climate of a College Campus over a Decade.
ED 228 585
Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education.
ED 229 290
Course Differentiation in the High School: The Perspective of Working Class Females.
ED 228 401
Do Pupil Grading Methods Effect Middle School Students' Achievement: A Comparison of Criterion-Referenced Versus Norm-Referenced Evaluation.
ED 229 451
Elementary School Students' Interaction with the Planned Curriculum Through Their Valuing, Adapting, and Modifying Subject Matter.
ED 229 318
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82.
ED 229 339
Icabod Crane in Day Care II: Teachers' Concerns about Male Caregivers.
ED 229 123
Post Secondary Plans of Grade Eight Students and Related Variables. #165.
ED 228 591
Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989
Taking the Initiative: A Green Light for Contraceptive Responsibility?
ED 228 600
The American Freshman: National Norms for Fall 1982.
ED 228 906
The Influence of Mastery Learning on Students' Attributions at the College Level.
ED 228 966

Student Attrition
Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911
Retention: Locking the Revolving Door.
ED 229 075
Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912

Student Behavior
Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276

Student Characteristics
A Context for Career Decision Making. Research Report.
ED 228 469
A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.
ED 228 824
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4.
ED 229 091
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058
Changing Characteristics of Student Aid Recipients, 1974, 1981.
ED 228 943
Cognitive Preference and Student Performance.
ED 228 594
Economics Majors in the U.S.; Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312
Geometry Students' Role-Specific Self-Concept: Success, Teacher, and Sex Differences.
ED 229 219
High School Seniors' Reports of Parental Socioeconomic Status: Black-White Differences.
ED 229 398
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
ED 229 355
Post Secondary Plans of Grade Eight Students and Related Variables. #165.
ED 228 591
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
ED 228 403
Spring Enrollment Report: University of Hawaii, Community Colleges, Spring 1983 (As of March 10, 1983).
ED 229 094
Study of Guaranteed Student Loan Default Rates.
ED 228 952
The American Freshman: National Norms for Fall 1982.
ED 228 906
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359
Undergraduate Postsecondary Education.
ED 228 940

Student College Relationship
Mainstreaming the Hearing Impaired.
ED 229 080

Student Costs
A Study of Commuting Costs at Seven Illinois Public Community Colleges.
ED 229 073
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report.
ED 228 928
Support of Graduate and Professional Students.
ED 228 974

Student Developed Materials
Listening Activities for Small Groups.
ED 228 867

Student Development
A Comparison of Identity and Intimacy Statuses in College Students and Alumni.
ED 228 557
Changes in the Rhythm of Lessons Following a Teacher-Training Workshop in Medical School.
ED 229 365
Short and Long Term Effects of Teacher-Training Workshop in Medical School.
ED 229 362
The Feeling Words Curriculum: The Missing Link.
ED 228 643

Student Educational Objectives
Factors Influencing Pursuit of the Bachelor's Degree by Police Officers.
ED 228 414
The Peel Secondary Followup Study: First Biennial Report.
ED 228 720

Student Employment
Work Patterns of Full-Time College Students in 1974 and 1981.
ED 228 969

Student Evaluation
Adjusting Observational Ratings to Improve Inter-Rater Consistency.
ED 229 420
An Analysis of the Conceptual Framework Underlying Definitions of Learning Disabilities.
ED 228 826
Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
ED 228 820
ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
ED 228 858
Developing Learning Packets at South Oklahoma City Junior College.
ED 229 077
Educational Decision Making in Students' Careers. Final Report.
ED 228 586
Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University.
ED 228 910
Generalizations from Five Years of Research on Assessment and Decision Making.
ED 228 828

Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752
How to (and How Not to) Conduct an Assessment of Student Writing.
ED 229 396
Individual Student Profile.
ED 228 652
Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
ED 229 346
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779
Public-Policy Implications of Different Definitions of Learning Disabilities.
ED 228 827
Quality Education for the Severely Handicapped.
ED 228 812
The Use of Content Analysis of Oral Discussion as a Method of Evaluating Political Education.
ED 229 285
VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404
Writing Learning Packets: A Practitioner's Guide.
ED 229 076

Student Evaluation of Teacher Performance
College Students' Perceptions of Effective Teaching: Process Over Product.
ED 229 340
Components of Teaching as Measured by Student Ratings.
ED 229 393
The Evaluation of Faculty Teaching Performance.
ED 228 916
Type and Perception of Feedback and Teacher Change.
ED 229 350

Student Financial Aid
An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities.
ED 228 954
Another Look at SSIG.
ED 228 946
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981.
ED 228 941
Changing Characteristics of Student Aid Recipients, 1974, 1981.
ED 228 943
Characteristics of State Grant Programs in 1982-83.
ED 228 947
Discretionary Income and College Costs.
ED 228 944
Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958
Graduate and Professional Education: A Review of Recent Trends.
ED 228 932
Overview of the State Allocation Process for Campus-Based Student Aid.
ED 228 973
Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education.
ED 228 942
Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5.
ED 228 957
Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 923
State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation.
ED 228 956
Student Financial Assistance and State Policy.
ED 228 955
Study of the Cost to Deliver Student Financial Aid on Campus. Final Report.
ED 228 926
Summary of College Board Studies on the SSIG Program.
ED 228 945
Summary of SHEEO Survey.
ED 228 930
Support of Graduate and Professional Students.
ED 228 974
The Effects of Phasing Out Social Security Student Benefits.
ED 228 970
Work Patterns of Full-Time College Students in 1974 and 1981.
ED 228 969

Student Loan Programs
Changing Characteristics of Student Aid Recipients, 1974, 1981.
ED 228 943
Criteria for the Evaluation of Student Loan Alternatives.
ED 228 936
Guaranteed Student Loans: A Background Paper. Report No. 1.
ED 228 950
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program.
ED 228 929
Overview of the State Allocation Process for Campus-Based Student Aid.
ED 228 973
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report.
ED 228 927
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report.
ED 228 928
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.
ED 228 975
Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4.
ED 228 948
Study of Guaranteed Student Loan Default Rates.
ED 228 952
Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949
The Educational Indebtedness of Graduate and Professional Students.
ED 228 972
The Role of Educational Debt in Consumers' Total Debt Structure.
ED 228 939
Toward Improvement of Credit Policies on Guaranteed Student Loans.
ED 228 953

Student Motivation
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226
Effects of Achievement Tendencies and Competitive Outcomes on Performance.
ED 229 367
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387

Student Needs
English for Special Purposes in Adult ESL.
ED 228 899
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444
The Feeling Words Curriculum: The Missing Link.
ED 228 643

Student Organizations
Explanations for Failures of Youth Organizations.
ED 228 440

Student Participation
Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
ED 229 491

Student Personnel Services
Developing an Off Campus Studies Program at Deakin University.
ED 228 908

Student Personnel Workers
Professional Development Bibliography and Resources for Collegiate Administrators and Student Personnel Workers.
ED 228 915

Student Placement
An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning.
ED 228 829
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773
Educational Decision Making in Students' Careers. Final Report.
ED 228 586
Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
ED 228 825
The Implications of Placement Decisions of Spanish Speaking Children.
ED 229 211
VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404

Student Promotion
Monitoring Promotional Policies: A Parent Documentation.
ED 229 452

Student Reaction
A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
ED 229 341
Cognitive Preference and Student Performance.
ED 228 594

Student Records
The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum.
ED 228 692

Student Research
Postponing the Encyclopedia: Children as Researchers.
ED 228 650

Student Rights
A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges.
ED 228 568
Limited Monarchy: The Rise and Fall of Student Rights.
ED 228 697
Pupils.
ED 228 730
The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum.
ED 228 692
The Yearbook of School Law, 1982.
ED 228 726

Student Teacher Relationship
Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program.
ED 229 404
Informal Drama in the Elementary Language Arts Program.
ED 228 653
Teacher Stress: Complex Model Building with LISREL. Pedagogical Reports, No. 16.
ED 229 332
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444
The Coach in Action: A Descriptive Analysis.
ED 229 354
The Socialization of White Females in Classrooms.
ED 229 135

Student Teacher Supervisors
Improving the Student Teaching Experience: A Cooperative Effort.
ED 229 349

Student Teachers
Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.
ED 229 385
Improving the Student Teaching Experience: A Cooperative Effort.
ED 229 349
Research into Teachers' and Student Teachers' Cognitions: Exploring the Nature of Classroom Practice.
ED 229 366
The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
ED 229 368

Student Teaching
An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers.
ED 229 351
Improving the Student Teaching Experience: A Cooperative Effort.
ED 229 349
Practical Practice in Communication Teaching.
ED 228 685

Student Team Learning
Student Team Learning Dissemination and Patterns of Use in Schools.
ED 229 371

Student Transportation
A Study of Commuting Costs at Seven Illinois Public Community Colleges.
ED 229 073

Study Abroad
The Kalamazoo College Foreign Study Program: The Present and the Future.
ED 228 849

Study Skills
A Reading Guide: Assisting Content Area Teachers.
ED 228 633
Effects of Training in Planfulness on the Performance of Eighth Graders.
ED 228 548
English I. Revised .
ED 228 476
Improving Test Scores of Adults.
ED 228 467
Listening Instruction: How It Improves College Reading.
ED 228 625
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits.
ED 228 991

Suburban Schools
Community Environments and Parent Participation with Appendices .
ED 229 460

Success
Attributions of Responsibility for the Outcomes of Competitive Events.
ED 228 597
Effects of Achievement Tendencies and Competitive Outcomes on Performance.
ED 229 367
19 Improving Schools and Why: Their "Formula for Success."
ED 228 713

Suggestopedia
Vocabulary Acquisition--First Year German Language Students.
ED 228 839

Summarization
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616

Summative Evaluation
A Computerized System for the Evaluation of Achievement in Title I.
ED 229 392
The Evaluation of Faculty Teaching Performance.
ED 228 916

Summer Programs
Summer Fish Camp.
ED 229 179

Superintendents
Boards and Superintendents: How to Have a Healthy Relationship.
ED 228 709
The Role of a Consultant in a Superintendency Search. Superintendent Career Development Series No. 7.
ED 228 747

Supervisor Qualifications
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100

Supervisors
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100

Supervisory Methods
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100

Supervisory Training
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100

Supplementary Reading Materials
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389

Supreme Court
The Supreme Court's Impact on Public Education.
ED 228 717

Surveys
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431

Sweden
Biosocial Influences on Sex Differences in School Achievement.
ED 229 422

Swedish
Biosocial Influences on Sex Differences in School Achievement.
ED 229 422

Symbolic Action
Symbolism in Leadership (What Great Leaders Know That Ordinary Ones Do Not).
ED 228 694

Symbolism
Symbolism in Leadership (What Great Leaders Know That Ordinary Ones Do Not).
ED 228 694

Symptoms
The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195

Syntactic Complexity
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658

Syntax
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658
Poetic License and Its Limits: An Essay on Word Order and Syntax in Poetic Language.
ED 228 637
Predictive Models of Cognitive Complexity and Language Use.
ED 228 661

Systems Analysis
Academic Administration: Planning, Budgeting, and Decision Making with Multiple Objectives.
ED 228 907

Systems Approach
Adaptability of Organizational Innovations as a Function of Eco-System Management.
ED 228 563

Tactual Perception
The Effect of Maternal Touching on Infant Social Referencing.
ED 229 152

Talent
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
ED 228 785
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .
ED 228 784
Educating the Gifted, Talented and Creative.
ED 228 817

Talent Identification
Educating the Gifted, Talented and Creative.
ED 228 817
Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Talent Search and Development Model Project
Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Tax Credits
Tuition Tax Credits: Issues of Equity.
ED 228 701

Tax Exemptions
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712

Tax Rates
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature.
ED 228 724

Taxes
Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488
Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712

Teacher Administrator Relationship
A Philosophical Approach to Educational Change.
ED 229 379
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369

Teacher Aides
An Evaluation of Placing Teacher Aides in Elementary Reading Classrooms of Lee County, Mississippi.
ED 228 608

Teacher Attitudes
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628
A Look at the Curriculum and Instruction Gap in the Secondary School.
ED 229 383
A Survey of Teacher Attitudes towards In-Class Versus Pull-Out Compensatory Reading Programs.
ED 228 619
A Teacher Survey NEA Report: Computers in the Classroom.
ED 229 343
Add a Little Frill: Science in the Elementary School.
ED 229 277
An Analysis of Current Practice in Referring Students for Psychoeducational Evaluation: Implications for Change.
ED 228 823
Competence: Analysis, Critique, Reassessment. A Report of a Conference Held May 18-20, 1980, under the Auspices of the College of Education, the Pennsylvania State University.
ED 229 337
Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.
ED 229 385
Differences in Job Satisfaction of Athletic Coaches in Revenue and Non-Revenue Sports.
ED 229 357
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347
Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.
ED 229 230
Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084
Improving the Student Teaching Experience: A Cooperative Effort.
ED 229 349
Music in Ohio Schools. Final Report.
ED 229 301
Occupational Apathy: A Social or Individual Responsibility?
ED 229 074
Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
ED 229 346
Principles of Adult Learning Scale: Followup and Factor Analysis.
ED 228 424
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
ED 228 772
Research into Teachers' and Student Teachers' Cognitions: Exploring the Nature of Classroom Practice.
ED 229 366
Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364
Teacher Stress: Complex Model Building with LISREL. Pedagogical Reports, No. 16.
ED 229 332
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359
Toward an Ergonomics of Adult Basic Education Instructor and Staff Development.
ED 228 444
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363
Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

Teacher Behavior
Add a Little Frill: Science in the Elementary School.
ED 229 277
The Mental Health of College and University Professors Engaged in Teacher Education.
ED 228 959
Type and Perception of Feedback and Teacher Change.
ED 229 350

Teacher Burnout
Occupational Apathy: A Social or Individual Responsibility?
ED 229 074
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369

Teacher Centers
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
ED 229 479

Teacher Certification
A.B.E. Teacher's Manual.
ED 229 060
Teacher Competency Testing and Reading Specialty Preparation in Georgia.
ED 228 621

Teacher Developed Materials
Developing Learning Packets at South Oklahoma City Junior College.
ED 229 077
Writing Learning Packets: A Practitioner's Guide.
ED 229 076

Teacher Dismissal
A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.
ED 228 725
A Policy and Administrative Procedure for Reduction in Force, Adopted June 11, 1979.
ED 228 690
Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708

Teacher Distribution
Race and Educational Employment.
ED 228 698

Teacher Education
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
ED 229 348
Concept Mapping for Individual Assessment.
ED 229 399
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282
Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series.
ED 228 460
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
ED 228 798
Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised.
ED 229 331
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma).
ED 229 278
Secondary Schooling and the World of Work.
ED 228 407
Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports.
ED 229 356

Teacher Education Curriculum
Globalizing the Professional Component of Teacher Education: Considerations for Reform.
ED 229 345
PROTEACH: A Program for the Preparation of Professional Teachers.
ED 229 381
Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364
Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

Teacher Education Programs
An Evaluation of a Teacher Education Program.
ED 229 373
Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning.
ED 229 361
Have Skills: Will Teach?
ED 229 335
Practical Practice in Communication Teaching.
ED 228 685
PROTEACH: A Program for the Preparation of Professional Teachers.
ED 229 381
Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364
The Master Teacher Program at Colorado State University--Collaboration for Growth.
ED 229 382
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks.
ED 229 370
Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

Teacher Education Programs (Five Year)
PROTEACH: A Program for the Preparation of Professional Teachers.
ED 229 381

Teacher Educators
A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
ED 229 341
Challenges to Curriculum and Teaching Based on Bloom's Taxonomy.
ED 229 348
The Mental Health of College and University Professors Engaged in Teacher Education.
ED 228 959

Teacher Effectiveness
A Demographic Analysis of Students and Their GTA Instructors.
ED 228 670
Changes in the Rhythm of Lessons Following a Teacher-Training Workshop in Medical School.
ED 229 365
College Students' Perceptions of Effective Teaching: Process Over Product.
ED 229 340
Components of Teaching as Measured by Student Ratings.
ED 229 393
Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.
ED 229 385
Elementary School Students' Interaction with the Planned Curriculum Through Their Valuing, Adapting, and Modifying Subject Matter.
ED 229 318
Improving and Encouraging Discussions in the Classroom.
ED 229 338
Short and Long Term Effects of Teacher-Training Workshop in Medical School.
ED 229 362
Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population.
ED 229 441
The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
ED 229 368
The Evaluation of Faculty Teaching Performance.
ED 228 916
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648
The Portfolio Process: New Roles for Meeting Challenges in Professional Development.
ED 229 342

Teacher Employment
Negotiation Research Digest, April 1967-June 1975.
ED 229 333
Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410
Race and Educational Employment.
ED 228 698
Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Teacher Evaluation
A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.
ED 228 725
A Three-Dimensional Approach to Evaluating Teaching Performance.
ED 228 865
The Portfolio Process: New Roles for Meeting Challenges in Professional Development.
ED 229 342

Teacher Expectations
The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129

Teacher Improvement
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
ED 229 479
Professional Improvement Plans in Science.
ED 229 279

Teacher Influence
Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement.
ED 229 457
Examining Secondary Vocational Programs with High and Low Training-Related Placement.
ED 228 409

Teacher Journals
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363

Teacher Made Tests
Primary Teachers' Assessment Practices: Some Implications for Teacher Training.
ED 229 346
The Practice of Testing in Elementary and Secondary Schools.
ED 229 391

Teacher Morale
Occupational Apathy: A Social or Individual Responsibility?
ED 229 074
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369

Teacher Participation
Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning.
ED 229 361
Workshops for Teachers.
ED 229 344

Teacher Participation Project
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472

Teacher Qualifications
Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

Teacher Recruitment
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803

Teacher Response
A Teacher Survey NEA Report: Computers in the Classroom.
ED 229 343
Research into Teachers' and Student Teachers' Cognitions: Exploring the Nature of Classroom Practice.
ED 229 366
Type and Perception of Feedback and Teacher Change.
ED 229 350

Teacher Responsibility
Competence: Analysis, Critique, Reassessment. A Report of a Conference Held May 18-20, 1980, under the Auspices of the College of Education, the Pennsylvania State University.
ED 229 337
Developing a Workload Formula for High Technology Faculty.
ED 229 093

Teacher Ri
The Yearbook of School Law, 1982.
ED 228 726

Teacher Role
A Humanities Context for the Language Arts.
ED 228 644
Curriculum Decision-Making and Educational Television.
ED 229 000
Designing, Implementing, and Evaluating an Experimental Teacher Education Program Emphasizing Teacher Decision Making and Planning.
ED 229 361
Determining Teaching Role Competence and Incompetence through the Student-Teaching Experience.
ED 229 385
Differences in Professional Role Performance Difficulties Reported by First Year Male and Female Public School Teachers.
ED 229 347
Informal Drama in the Elementary Language Arts Program.
ED 228 653
Innovation as a Protracted Struggle: 1964-1980. The MSU Educational Development Program.
ED 228 962
Innovation in the Science Curriculum: Classroom Knowledge and Curriculum Change.
ED 228 904
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
ED 229 355
Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648
The Master Teacher Program at Colorado State University--Collaboration for Growth.
ED 229 382
The Vocational Counselor and Guidance Team.
ED 228 393

Teacher Selection
Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population.
ED 229 441

Teacher Shortage
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma).
ED 229 278

Teacher Supervision
The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
ED 229 368

Teacher Supply and Demand
Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410
Resource Management for the 80's. (Gloom and Doom in Academia or How to Live Underwater).
ED 228 961
Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Teacher Welfare
Teacher Stress: Complex Model Building with LISREL. Pedagogical Reports, No. 16.
ED 229 332

Teacher Workshops
American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187
An Effective Microcomputer Inservice: Designing and Using Awareness Workshops.
ED 229 352
Evaluation of Project FAST (Federally Assisted Staff Training).
ED 229 397
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428
Short and Long Term Effects of Teacher-Training Workshop in Medical School.
ED 229 362
Workshops for Teachers.
ED 229 344

Teaching (Occupation)
Teaching Practice. Documention and Technical Assistance in Urban Schools.
ED 229 470

Teaching Assistants
A Demographic Analysis of Students and Their GTA Instructors.
ED 228 670
The Foreign Teaching Assistant and the Culture of the American University Class.
ED 228 897

Teaching Conditions
Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802

Teaching Experience
An Analysis of the Variables Influencing Student Teacher's Actions and Views in Classrooms With and Without Cooperating Teachers.
ED 229 351
Regional Survey of Teacher Attitudes toward Special Education Resource Programs.
ED 228 772
Research into Teachers' and Student Teachers' Cognitions: Exploring the Nature of Classroom Practice.
ED 229 366
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363

Teaching Guides
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2.
ED 228 990

Teaching Load
Developing a Workload Formula for High Technology Faculty.
ED 229 093

Teaching Methods
A Kindergartner Learns to Read for Meaning.
ED 228 620
A Look at the Curriculum and Instruction Gap in the Secondary School.
ED 229 383
A.B.E. Teacher's Manual.
ED 229 060
Accessing Computers in Education, One Byte at a Time.
ED 228 985
Books Still Worth Reading.
ED 228 656
Chicken or Egg? Communicative Methodology or Communicative Syllabus Design.
ED 228 895
Computers in the English Classroom: A Primer for Teachers.
ED 228 654
Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3.
ED 228 984
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.
ED 228 550
Early Childhood Education: Curriculum Organization and Classroom Management.
ED 229 175
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274
Instructional Radio. Teacher's Guide, 1981-82.
ED 228 994
Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462
Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
ED 229 258
Listening Instruction: How It Improves College Reading.
ED 228 625
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades.
ED 229 156
On TESOL '82. Pacific Perspectives on Language Learning and Teaching.
ED 228 890
Playing Games in the Writing Class: How Exercises Work.
ED 228 645
Postponing the Encyclopedia: Children as Researchers.
ED 228 650
Principles of Adult Learning Scale: Followup and Factor Analysis.
ED 228 424
Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1.
ED 229 248
Project PACCE CBAE Materials User's Guide.
ED 228 477
Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989
PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497
Semantic Webbing in Science.
ED 228 622
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259
Teaching Children to Comprehend Main Ideas.
ED 228 623
Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444
The Bridge to Real Writing: Teaching Editing Skills.
ED 228 639
The Content of Organizational Communication: Movement towards Agreement.
ED 228 666
The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284
The Feeling Words Curriculum: The Missing Link.
ED 228 643
The Right Brain: An Active Partner in Written Literacy.
ED 228 610
The Value and Function of Poetic Writing.
ED 228 635
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786

Teaching Styles
A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
ED 229 341
Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
ED 229 446
The Assessment and Application of Learning Style Preferences: A Practical Approach for Classroom Teachers.
ED 229 444

Teamwork
An Analysis of Team Composition as It Affects Simulation Performance.
ED 228 997
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478
Evaluating Organizational Change Strategies for University Continuing Education.
ED 228 963
Resource Specialist Training Resources. Volume II.
ED 228 775

Technical Assistance
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
ED 229 454
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478
Federal Policy in Action: A Case Study of an Urban Education Project.
ED 229 488
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
ED 229 479
Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools.
ED 229 469
Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482
Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501
Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
ED 228 520
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
ED 228 754
Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750
Potential for Expatriate Involvement with Handicapped Children in the N.W.F.P. of Pakistan.
ED 228 803
Promoting Evaluation Use Through Technical Assistance: An SEA Example.
ED 229 433
Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools.
ED 229 476
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools.
ED 229 482
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480
TAC Serendipity: Random Thoughts on Unanticipated Outcomes.
ED 229 418
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Technical Communication
Videotex Applications in the Technical Information Service. Research Notes 115.
ED 228 981

Technical Education
Learning Psychomotor Skills in TAFE (or The Psychology of Psychomotor Skills). Educational Psychology for TAFE Teachers.
ED 228 406
Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
ED 228 471
Robotics Technician Training at Macomb Community College.
ED 228 385
Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report.
ED 228 416

Technical Libraries
Science and Technology Libraries Section. Special Libraries Division. Papers.
ED 229 038

Technical Writing
The Implied Author in Technical Discourse.
ED 228 641

Technological Advancemen
Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
ED 228 471

Technological Advancement
Applications of Electronic Technologies to Rural Education.
ED 229 205
PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).
ED 228 978
R&D and Technological Change in Coal Mining.
ED 228 405
Technological Developments in Journalism: The Impact of the Computer in the Newsroom.
ED 228 662

Technology
Prophecy, Pulp, or Punt: Science Fiction, Scenarios, and Values.
ED 229 314
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257

Technology Transfer
Informational Technology and Its Impact on American Education.
ED 228 987
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065
PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).
ED 228 978

Telecommunications
Computer Communications and New Services. CCITT Achievements.
ED 228 999
Informational Technology and Its Impact on American Education.
ED 228 987
PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).
ED 228 978
Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary .
ED 229 202
Telecommunications and the Rural American, Today and Tomorrow.
ED 229 203
Telecommunications in Rural America: Special Populations, Special Problems.
ED 229 204
Telefax Library Information Network. TALINET II Continuation Grant.
ED 229 030

Teleconferencing
Northern Network. Final Report. Program No. 13.680.
ED 228 976

Telecourses
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4.
ED 229 091

Telephone Instruction
Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
ED 228 449

Television
All on One Wire: Pros and Cons of Mega-Channel, Interactive Cable.
ED 228 676
Cognitive Assessment and the Media.
ED 229 445
The "Checkers" Speech and Televised Political Communication.
ED 228 671

Television Commercials
The Preschool Child's Comprehension of Television Commercial Disclaimers.
ED 229 122

Television Research
Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
ED 228 979

Television Viewing
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996
Childhood in America: A Contemporary Portrait.
ED 229 144
Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234
Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
ED 228 979
Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980
The Effects of Televised Preplays on Children's Attention and Comprehension.
ED 229 161

Tennessee
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education.
ED 228 711

Test Coaching
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425
An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils.
ED 229 432
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.
ED 229 431
Improving Test Scores of Adults.
ED 228 467

Test Construction
An Early Prediction of Clinical Performance of Medical Students: An Integrative Approach to Evaluation.
ED 229 409
An Observer Measure of Autonomy: Development and Validation.
ED 228 559
Children's Strategies in Interpersonal and Task Situations.
ED 229 159
Perez Self-Concept Inventory. Test Manual.
ED 228 877
The Development of a Critical Thinking Skills Performance Assessment: An Interdisciplinary Approach to Validating Achievement of School Goals.
ED 229 424
Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students.
ED 229 417

Test Content
What Happens When We Change the Test?--A Factor Analysis of Two Forms of the Michigan Educational Assessment Program Grade Ten Mathematics Test.
ED 229 415

Test Format
Improving Test Scores of Adults.
ED 228 467

Test Interpretation
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language.
ED 228 838

Test Norms
Perez Self-Concept Inventory. Test Manual.
ED 228 877

Test Reliability
A Theory-based Comparison of the Reliabilities of Fixed-length and Trials-to-criterion Scoring of Physical Education Skills Tests.
ED 229 387
Effect of Pretraining Hispanic Students on Test-Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test.
ED 229 431
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358
The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359
The Pictorial-Rating-Scale Sociometric: A Comparison of Two Forms of Administration.
ED 229 434

Test Results
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425

Test Use
A Comparative Study of Educators' Perceptions and Use of Mandated Reading Assessments.
ED 228 628
The Practice of Testing in Elementary and Secondary Schools.
ED 229 391

Test Validity
An Observer Measure of Autonomy: Development and Validation.
ED 228 559
Comparison of the Incremental Validity of the Old and New MCAT.
ED 229 411
On TESOL '82. Pacific Perspectives on Language Learning and Teaching. II: Challenging Assumptions.
ED 228 892
Unrealistic Simulation Approach for Measuring Problem-Solving Skills of Medical Students.
ED 229 417

Test Wiseness
An Experimental Study of the Effects of Intensive Test Wiseness Instruction on the Reading Gains of Disadvantaged Elementary School Pupils.
ED 229 432
Improving Test Scores of Adults.
ED 228 467

Testimony
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual.
ED 229 120

Testimony Congress 97th
United States Academy of Peace Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session on S.1889 to Establish the United States Academy of Peace, and for Other Purposes.
ED 229 310

Testing
Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary.
ED 228 854
ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
ED 228 858
ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856
How Students Evaluate and Take Reading Comprehension Examinations in a Foreign Language.
ED 228 838
Pupils.
ED 228 730
Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440
The Pictorial-Rating-Scale Sociometric: A Comparison of Two Forms of Administration.
ED 229 434
The Practice of Testing in Elementary and Secondary Schools.
ED 229 391

Testing Problems
Predictive and Incremental Validity of the New MCAT Science Problems Subtest.
ED 229 414
The Practice of Testing in Elementary and Secondary Schools.
ED 229 391

Testing Programs
A Competency Based Achievement Program with Local Standards.
ED 229 423
Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests.
ED 229 413

Tests
Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440

Texas
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature.
ED 228 724
Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118

Texas Assessment of Basic Skills
Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests.
ED 229 413

Textbook Content
Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
ED 229 446
Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
ED 228 611
The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631

Textbook Research
A Study of How Basal Readers Reflect Family Living Styles.
ED 228 630

Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
ED 229 446

Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
ED 228 611

The Readability Levels of the 1981 Scott, Foresman and Co. Basal Texts and Their Comparison with the 1978 Edition.
ED 228 631

Textbook Standards

Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
ED 228 611

Textbooks

Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
ED 229 323

Theater Arts

Restored Behavior and Oral Traditions.
ED 228 684

Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Theaters

Portrait of a Contemporary Drive-In Movie Theater Audience.
ED 228 660

Theories

Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796

Research and Consciousness of World Views.
ED 229 436

Theory Development

Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII.
ED 228 678

Theory Practice Relationship

A Look at the Curriculum and Instruction Gap in the Secondary School.
ED 229 383

The Value and Function of Poetic Writing.
ED 228 635

Therapists

Professional Role Performance Difficulties of First Year Itinerant Specialists.
ED 228 802

Third World

Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315

Three Parameter Model

Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model.
ED 229 450

Time on Task

Content Coverage and Contextual Reading in Reading Groups.
ED 228 604

Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462

LD Students' Active Academic Responding in Regular and Resource Classrooms.
ED 228 822

Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
ED 228 825

The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.
ED 229 368

Time Factors (Learning)

Improving and Encouraging Discussions in the Classroom.
ED 229 338

Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462

PROTEACH: A Program for the Preparation of Professional Teachers.
ED 229 381

Time Management

Flight Instructor-Student Pilot Perceptive Similarity and Its Effect on Flight Training Time.
ED 228 437

Time Studies

Telefax Library Information Network. Executive Report.
ED 229 031

Telefax Library Information Network. Final Report.
ED 229 029

Title I Evaluation and Reporting System

A Computerized System for the Evaluation of Achievement in Title I.
ED 229 392

TAC Serendipity: Random Thoughts on Unanticipated Outcomes.
ED 229 418

Title IX Education Amendments 1972

The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
ED 228 573

Tokenism

Managerial Women in Mixed Groups: Implications of Recent Research.
ED 228 665

Torts

Torts.
ED 228 731

Total Communication

Families with Deaf Children: The Effects of Early Intervention.
ED 228 753

Toys

Effects of Creative and Idealized Toys on Children's Play.
ED 229 137

Trade and Industrial Education

Guidelines and Standards for Proprietary Schools.
ED 228 702

TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
ED 228 448

Training

Effects of Training in Planfulness on the Performance of Eighth Graders.
ED 228 548

Indian Foster and Adoptive Care Manual.
ED 229 201

The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098

The Child Development Associate Program: A Guide to Training. (Second Edition).
ED 229 099

The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
ED 229 102

The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115

Training Methods

The Child Development Associate Program: A Guide to CDA Program Administration.
ED 229 101

The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report.
ED 228 745

The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

Training Related Jobs

Examining Secondary Vocational Programs with High and Low Training-Related Placement.
ED 228 409

Transactional Analysis

Effects of Two Treatments on Anxiety, Self-Concept and Locus of Control.
ED 228 564

Transfer of Training

An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children.
ED 229 167

ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856

Developing Referential Communication Skills: The Interaction of Role-Switching and Difference Rule Training.
ED 229 132

Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
ED 228 847

Transfer Programs

Faculty Perceptions of Institutional Quality and Vitality.
ED 229 084

Transportation

The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429

WESTPAC Workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24.
ED 229 223

Travel Training

Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

Trend Analysis

Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410

Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Trials to Criterion Testing

A Theory-based Comparison of the Reliabilities of Fixed-length and Trials-to-criterion Scoring of Physical Education Skills Tests.
ED 229 387

Tribal Government

Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190

Trustees

Selected Readings from the Trustee Quarterly: A Special Publication for New Trustees and for Experienced Trustees New to ACCT.
ED 229 066

Tuition

Tuition Tax Credits: Issues of Equity.
ED 228 701

Tutorial Programs

Applying the Concept of Trustworthiness to the Evaluation of a Clinical Program.
ED 229 404

The Design and Validation of a Process-Oriented Staff Development Program in Adult Literacy.
ED 228 451

Tutoring: A National Perspective.
ED 228 722

Tutoring

The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
ED 228 905

The Processes and Effects of Peer Tutoring.
ED 228 964

Twins

An Investigation of Exceptional Twins.
ED 228 818

Social Development in Six-Year-Old Identical and Fraternal Twins.
ED 229 166

Two Year College Students

A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College.
ED 229 087

A Study of Commuting Costs at Seven Illinois Public Community Colleges.
ED 229 073

A Study of Students Withdrawing from On-Campus Programs at Calhoun Community College, 1981-82.
ED 229 069

Affective Responses of Community College Students to Self-Selected Criteria of Success.
ED 229 078

An Analysis of Assessment Instruments in Use by the California Community Colleges to Identify and Assess Students with Specific Learning Disabilities.
ED 229 054

An Evaluative Study of the Nurse Education Program. Research Report Number 82-1.
ED 229 085

Mainstreaming the Hearing Impaired.
ED 229 080

Spring Enrollment Report: University of Hawaii, Community Colleges, Spring 1983 (As of March 10, 1983).
ED 229 094

The Academic Performance and Persistence Pattern of a Select Group of Developmental Students at Harrisburg Area Community College.
ED 229 086

Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

TALINET Project

Telefax Library Information Network. TALINET II Continuation Grant.
ED 229 030

TRADEC

TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
ED 228 448

Uncommonly Taught Languages

A Survey of Materials for the Study of the Uncommonly Taught Languages: Supplement, 1976-1981.
ED 228 863

A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
ED 228 834

Underemployment

The Structure of Work and the Underutilization of College-Educated Workers.
ED 228 699

Undergraduate Students

The Effects of Child Age and Label on Instructor Expectation and Performance.
ED 229 129

The Foreign Teaching Assistant and the Culture of the American University Class.
ED 228 897

Undergraduate Study

Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312

Undergraduate Postsecondary Education.
ED 228 940

Unemployment

Vocational Education and the High School Dropout.
ED 228 397

Unidimensionality (Tests)

Detecting Multidimensionality and Examining Its Effects on Vertical Equating with the Three-Parameter Logistic Model.
ED 229 450

Unions

Education and Training in Labor Unions.
ED 228 951

United States

Informational Technology and Its Impact on American Education.
ED 228 987

United States (North Central)

Telefax Library Information Network. Executive Report.
ED 229 031

Telefax Library Information Network. Final Report.
ED 229 029

United States (Southeast)

School & Library Service to Children: Crisis in the Southeast.
ED 229 017

Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394

Univ Nacional de Educacion a Distancia (Spa

Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom.
ED 228 909

Univariate Analysis

A Simulation Comparison of Univariate and Multivariate Analyses of a Multi-Factor Repeated Measures Design.
ED 229 389

Universidad Nacional de Educ a Distancia (S

Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University.
ED 228 910

University of the District of Columbia

Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
ED 228 403

University of California

Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

University of Hawaii

Language and Cultural Skills for Travel Industry Managers.
ED 228 886

University of Minnesota

Parent Handbook, Laboratory Nursery School.
ED 229 176

University of Texas El Paso

Teaching Vocational, Functional Language and Reading Skills to the Adolescent Hispanic Severely Handicapped.
ED 228 759

Unobtrusive Measures

Is Unobtrusive Ethical?
ED 229 427

Urban Areas

Rich News: Metropolitan Dailies and the Urban Poor.
ED 228 680

Urban Education

Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658

Federal Policy in Action: A Case Study of an Urban Education Project.
ED 229 488

Inner-City Private Elementary Schools: A Study.
ED 229 455

The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648

Urban Schools

Community Environments and Parent Participation with Appendices .
ED 229 460

CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 484

Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
ED 229 485

Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461

School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483

Use Studies

Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447

Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448

Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449

User Satisfaction (Information)

Online Catalog Study: Final Report.
ED 229 051

Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018

UNESCO

Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
ED 228 758

UNISIST

Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979).
ED 229 007

Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976).
ED 229 008

Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977).
ED 229 012

Validity

Evaluation Standards: Reorganization for the Brazilian Educational Reality.
ED 229 407

Values

American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320

Values Clarification

Prophecy, Pulp, or Punt: Science Fiction, Scenarios, and Values.
ED 229 314

Values Confrontation

The Pedagogy of Value-Confrontation.
ED 229 056

Values Education

The Pedagogy of Value-Confrontation.
ED 229 056

Vancouver School District WA

Hudson's Bay High School: A Model for Effective Schools.
ED 228 735

Verbal Ability

Script Development and Memory Organization.
ED 229 160

Verbal Communication

A Comparison of Father's and Mother's Speech Patterns When Communicating with Pre-School Age Children.
ED 229 165

Child Care as Script: Children's Descriptions of Daily Experiences.
ED 229 139

Eventful Play: Preschooler's Scripts for Pretense.
ED 229 173

Kindergarten Children's Communicative Competence: Findings from an Ethnographic Study.
ED 229 168

Politeness Strategies in the Interaction of Women and Men.
ED 229 324

The Implied Author in Technical Discourse.
ED 228 641

Verbal Development

Development of Morphophonemic Segments in Children's Mental Representations of Words.
ED 228 870

Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

Verbal Stimuli

Story Problem Formats: Some Interview Results.
ED 229 419

Verbs

Interlanguage Modality.
ED 228 861

Understanding Passives with Non-Action Verbs.
ED 228 862

Vertical Organization

Concept Mapping for Individual Assessment.
ED 229 399

Veterans

On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.
ED 228 544

Veterans Education

On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.
ED 228 544

Victims of Crime

Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117

Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.
ED 229 317

Video Equipment

Informational Technology and Its Impact on American Education.
ED 228 987

Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Videodisc Recordings

Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers.
ED 229 037

Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report.
ED 229 236

Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989

Videotape Recordings

Short and Long Term Effects of Teacher-Training Workshop in Medical School.
ED 229 362

Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Videotex

Videotex Applications in the Technical Information Service. Research Notes 115.
ED 228 981

Vietnam Veterans

On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.
ED 228 544

Visual Aids

Semantic Webbing in Science.
ED 228 622

Visual Arts

Art Libraries Section. Special Libraries Division. Papers.
ED 229 035

Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Visual Discrimination

The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130

Visual Impairments

Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

Visual Learning

Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980

Visual Literacy

Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980

Visual Measures

Children's Conceptions of Spatial Relationships in Drawings and Photographs.
ED 229 400

Perez Self-Concept Inventory. Test Manual.
ED 228 877

The Pictorial-Rating-Scale Sociometric: A Comparison of Two Forms of Administration.
ED 229 434

Visual Perception

Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615

Visual Stimuli

Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980

Visualization

Fifth Grade Below Average and Above Average Readers' Use of Mental Imagery in Reading Familiar and Unfamiliar Text.
ED 228 634

Induced Mental Imagery and the Written Language Expression of Young Children.
ED 228 632

Visually Handicapped Mobility

Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

Vocabulary

A Lexical Approach to Passive in ESL.
ED 228 902

Vocabulary Development

A Study: The Relationship of Personality Type to Vocabulary Development.
ED 228 603

Development of Morphophonemic Segments in Children's Mental Representations of Words.
ED 228 870

Enriched Upper Elementary Language Arts Unit: Vocabulary, Grades 5-6. Bulletin No. 346-A.
ED 228 813

Idea Exchange for English Teachers.
ED 228 642

The Feeling Words Curriculum: The Missing Link.
ED 228 643

Vocabulary Acquisition--First Year German Language Students.
ED 228 839

Words: What Goes with What?
ED 228 872

Vocational Ed

Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 228 427

Vocational Educ Evaluation and Assessment P

VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404

Vocational Education

A Resource Guide on Local Vocational Education Advisory Councils for Administrators and Instructors.
ED 228 384

Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers.
ED 228 443

Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459

Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report.
ED 228 390

Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series.
ED 228 460

Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435

English I. Revised .
ED 228 476

Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434

Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
ED 228 718

Evaluation of Integrated Model: Westwood Secondary School. Report.
ED 228 719

Evaluation: Policy Issues.
ED 228 396

Examining Secondary Vocational Programs with High and Low Training-Related Placement.
ED 228 409

Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report.
ED 228 766

Labor Market Experiences of Handicapped Youth.
ED 228 445

Projects in Progress--FY 1982. A Report for the Coordinating Committee on Research in Vocational Education.
ED 228 468

Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education.
ED 228 942

Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
ED 228 804

The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470

Vocational Education and the High School Dropout.
ED 228 397

Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report.
ED 228 416

Vocational Education Teachers

Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410

Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394
Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398
Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Vocational Evaluation
Assessing and Evaluating the Career Development of Special Education Students.
ED 228 761
Handbook for Vocational School Psychology.
ED 228 760
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395
VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404

Vocational Rehabilitation
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.
ED 228 777
Employers' Perceptions of Hiring the Qualified Disabled.
ED 228 453
Northern Network. Final Report. Program No. 13.680.
ED 228 976

Vocational Schools
An Investigation of the Difference Between Pennsylvania Vocational School and Comprehensive High School Assessment Scores.
ED 229 401
Noncollegiate Postsecondary Schools with Occupational Programs, 1982. National Center for Education Statistics: Early Release.
ED 228 436

Volunteers
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116

Wages
Social Marginality, Academic Achievement and Vocational Development.
ED 229 500

Wait Time
Improving and Encouraging Discussions in the Classroom.
ED 229 338

War
Peace Studies.
ED 228 917

Washington State University
High School Equivalency Program--Washington State University. 1981-82 Annual Report.
ED 229 186

Waste Water
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245

Water Pollution
IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22.
ED 229 222
WESTPAC Workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24.
ED 229 223

Water Quality
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245
Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

Water Resources
Sharing British Columbia's Water Resources. A Teaching Unit for Secondary Schools.
ED 229 305
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245

Water Treatment
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245
Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

Welfare Agencies
Implementing the Indian Child Welfare Act of 1978.
ED 229 194

Welfare Recipients
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971

Welfare Services
Women and Children: Alone and in Poverty.
ED 229 453

West Germany
American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320
The Atom - The Final Link in the Division Process or the First Building Block? Pre-Instructional Conceptions about the Structure of Substances.
ED 229 281

West Virginia
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers.
ED 228 443

White Students
Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
ED 229 491
Predictors of Scientific Majors for Black and White College Students.
ED 228 967
The Socialization of White Females in Classrooms.
ED 229 135

Wildlife
Humane Education Projects Handbook.
ED 229 247
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241

Wisconsin
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213

Wisconsin (Walworth County)
Walworth County Employer Needs Assessment Study.
ED 229 097

Wisconsin Youth Initiative
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395

Word Lists
Glossary of English-Farsi Agricultural Terms.
ED 228 833

Word Recognition
Words: What Goes with What?
ED 228 872

Work Attitudes
Attitudes toward School Preparation and Work Barriers of Nontraditional Vocational Education Completers.
ED 228 443
Role Salience on Three Continents (Australia, Europe and North America).
ED 228 425
Three Generations: The NLS of Labor Market Experience of Women.
ED 228 566
Toward an Ergonomics of Adult Basic Education Instructor and Staff Development.
ED 228 444

Work Education Consortium Project
The Work-Education Consortium Project: A Report on the First Two Years.
ED 228 392

Work Education Councils
Serving Adult Learners. Collaborative Approaches in Five Communities.
ED 228 545
The Work-Education Consortium Project: A Report on the First Two Years.
ED 228 392

Work Environment
Sexual Harassment on the Job. A Guide for Employers.
ED 228 422

Work Experience
Careers and Curriculum: A Ten Year Study of Choices and Changes for Sociology Majors in the 1970's.
ED 229 294
Labor Market Experiences of Handicapped Youth.
ED 228 445

Working Class
Course Differentiation in the High School: The Perspective of Working Class Females.
ED 228 401

Working Hours
Work Patterns of Full-Time College Students in 1974 and 1981.
ED 228 969

Workshops
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
ED 228 573

World Problems
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257

Writing (Composition)
Correcting Students' Free Writing--Help or Hindrance?
ED 228 850
Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C.
ED 228 815
Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B.
ED 228 814
Factors Involved in the Preparation and Submission of Manuscripts to Professional Journals.
ED 228 649
Reading, Writing, and Culture Shock.
ED 228 876
Reformulating Second-Language Compositions: A Potential Source of Input for the Learner.
ED 228 866
Using a Journal to Develop Reflection and Evaluation Options in the Classroom.
ED 229 363

Writing for Publication
Factors Involved in the Preparation and Submission of Manuscripts to Professional Journals.
ED 228 649

Writing Apprehension
The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.
ED 228 657

Writing Evaluation
An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3.
ED 228 636
Correcting Students' Free Writing--Help or Hindrance?
ED 228 850
How to (and How Not to) Conduct an Assessment of Student Writing.
ED 229 396
Reformulating Second-Language Compositions: A Potential Source of Input for the Learner.
ED 228 866
Theoretical Roots and Pedagogical Implications for Contextual Evaluation.
ED 228 638

Writing Exercises
Composition with a Controlling Statement.
ED 228 647
Idea Exchange for English Teachers.
ED 228 642
Induced Mental Imagery and the Written Language Expression of Young Children.
ED 228 632
Playing Games in the Writing Class: How Exercises Work.
ED 228 645
The Value and Function of Poetic Writing.
ED 228 635

Writing Instruction
A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community College.
ED 229 087
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646
Basic Skills Program Standards.
ED 228 651
Composition with a Controlling Statement.
ED 228 647
Computer-Based Instruction on Skills for Addressing Envelopes.
ED 228 982
Idea Exchange for English Teachers.
ED 228 642
Induced Mental Imagery and the Written Language Expression of Young Children.
ED 228 632
Playing Games in the Writing Class: How Exercises Work.
ED 228 645
The Bridge to Real Writing: Teaching Editing Skills.
ED 228 639
The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.
ED 228 657
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648
Theoretical Roots and Pedagogical Implications for Contextual Evaluation.
ED 228 638
Writing at the Center of the Curriculum: The Michigan Program.
ED 228 659

Writing Processes
The Bridge to Real Writing: Teaching Editing Skills.
ED 228 639
Theoretical Roots and Pedagogical Implications for Contextual Evaluation.
ED 228 638

Writing Programs
Writing at the Center of the Curriculum: The Michigan Program.
ED 228 659

Writing Research
A Developmental Analysis of Sentence Production Errors in the Writing of Secondary Students.
ED 228 646
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658
Factors Involved in the Preparation and Submission of Manuscripts to Professional Journals.
ED 228 649
Induced Mental Imagery and the Written Language Expression of Young Children.
ED 228 632
The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.
ED 228 657
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648

Writing Skills
Developmental Characteristic of the Writing of Urban Students at Grades 2, 5, 8, and 11.
ED 228 658
English I. Revised .
ED 228 476
Individual Student Profile.
ED 228 652
The Effects of Writing Skills, Sex, Preparation and Knowledge of the Composing Process on Writing Apprehension.
ED 228 657

Written Language
Induced Mental Imagery and the Written Language Expression of Young Children.
ED 228 632
The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
ED 228 855

Young Children
An Invitational Approach to Reducing Anxiety in the Learning and Response Behaviour of Children.
ED 229 167
Biological and Social Correlates of Mental Development in Young Children.
ED 229 112
Children's Changing Capacity to Process Information.
ED 229 380
Early Childhood Education: Curriculum Organization and Classroom Management.
ED 229 175
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
ED 229 105
Social Development in Six-Year-Old Identical and Fraternal Twins.
ED 229 166
The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Youth Clubs
Explanations for Failures of Youth Organizations.
ED 228 440

Youth Programs
Explanations for Failures of Youth Organizations.
ED 228 440
Youths at High Risk for Unemployment: Evaluation of an Intervention Program.
ED 228 582

Zacchini v Scripps Howard
Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard."
ED 228 687

Zoos
Humane Education Projects Handbook.
ED 229 247

1930s
Humanizing Adult Education Research: Five Stories from the 1930's.
ED 228 399

310 Project
Catalog of Adult Education Projects, Fiscal Year 1982.
ED 228 379
Project PACCE CBAE Materials User's Guide.
ED 228 477

INSTITUTION INDEX

Abt Associates, Inc., Cambridge, Mass.
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report.
ED 228 584

Academy for Educational Development, Inc., Washington, D.C.
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837

Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Manual for Using Abuse and Neglect Indicators and Index.
ED 229 119

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117
Children's Strategies in Interpersonal and Task Situations.
ED 229 159
Family Foster Care Reimbursement: Results of a National Survey.
ED 229 110
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118
Model Adoption Exchange Payment System: Executive Summary.
ED 229 111
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098
The Child Development Associate Program: A Guide to CDA Program Administration.
ED 229 101
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100
The Child Development Associate Program: A Guide to Training. (Second Edition).
ED 229 099
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
ED 229 102
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual.
ED 229 120

Administration on Aging (DHHS), Washington, D.C.
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project.
ED 228 432

Administration on Developmental Disabilities (DHHS), Washington, D.C.
Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752

Advisory Commission on Intergovernmental Relations, Washington, D.C.
Citizen Participation in the American Federal System.
ED 229 316

Agency for International Development (Dept. of State), Washington, D.C.
The Intensive Use of Radio for Teaching English in Kenyan Rural Primary Schools. Exploring a Cost-Effective Application of Educational Technology.
ED 228 837

Agency for International Development (IDCA), Washington, DC.
Communications in Developing Countries.
ED 228 986

Air Force Office of Scientific Research, Arlington, Va.
Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546

Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.
Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report.
ED 229 003
Individualized Study by Technology (IST) for Alaska, A Model for the Future?
ED 229 005
Individualized Study by Technology (IST).
ED 229 004
Models for Estimating Costs of Computerized Instruction.
ED 229 006

Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Program Documentation of a Computer Model for Variable Calculations of the Public School Foundation Program. Revised.
ED 228 977

Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Net Making = Kuvrinialiq.
ED 229 178
Old Beliefs = Taimaknaqtat.
ED 229 177
Summer Fish Camp.
ED 229 179

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report.
ED 228 887
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12.
ED 228 888

American Association for the Advancement of Science, Washington, D.C.
Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257

American Association of Colleges of Nursing, Washington, D.C.
A Monograph Sequel: Have You Ever Thought of Being a Dean?
ED 228 968

American Association of Community and Junior Colleges, Washington, D.C.
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel.
ED 229 061

American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090

American Association of Community and Junior Colleges, Washington, DC. National Small Business Training Network.
Small Business Training Models for Community Growth.
ED 229 062
Small Business Training: A Guide for Program Building.
ED 229 07[illegible]

American Association of School Administrators, Arlington, Va.
The Role of a Consultant in a Superintendency Search. Superintendent Career Development Series No. 7.
ED 228 747

American Association of Univ. Administrators, Washington, D.C.
Planning Faculty Reduction.
ED 228 925

American Council of Life Insurance, Washington, D.C.
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428

American Council on Education, Washington, D.C.
The American Freshman: National Norms for Fall 1982.
ED 228 906

American Council on Education, Washington, D.C. General Educational Development Testing Service.
A National Survey of GED Test Candidates: Preparation, Performance, and 18 Month Outcomes.
ED 229 425

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435

American Hospital Association, Chicago, Ill.
Initial Report and Preliminary Recommendations.
ED 228 903

American Hospital Supply Association.
Initial Report and Preliminary Recommendations.
ED 228 903

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Development and Evaluation of Vocational Competency Measures. Final Report.
ED 228 474

American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 1. Transportation Services for the Elderly. Executive Summary.
ED 228 429
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 2. Older Americans Resources and Services (OARS). Executive Summary.
ED 228 430
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 3. Volunteer Surveys of Nursing Homes. Executive Summary.
ED 228 431
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 6. The Home Equity Conversion Project.
ED 228 432

American Library Association, Chicago, Ill.
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
ED 229 013

American Physiological Society, Bethesda, Md.
Frontiers in the Teaching of Physiology. Computer Literacy and Simulation.
ED 229 242

American Society of Allied Health Professions, Washington, D.C.
Alliances in Advocacy for Disabled Children and Youth.
ED 228 789

American Speech-Language-Hearing Association, Rockville, MD.
Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752

American Vocational Association, Inc., Arlington, Va.
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470

Applied Systems Inst., Inc., Washington, DC.
Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981.
ED 228 941
Changing Characteristics of Student Aid Recipients, 1974, 1981.
ED 228 943
Overview of the State Allocation Process for Campus-Based Student Aid.
ED 228 973
Study of Guaranteed Student Loan Default Rates.
ED 228 952
Work Patterns of Full-Time College Students in 1974 and 1981.
ED 228 969

Area Education Agency 7, Cedar Falls, IA. Educational Services Div.
Instructional Computing--A Planning Guide: Reaching for the Future.
ED 228 988

Arizona Occupational Research Coordinating Unit, Phoenix.
Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380

Arizona State Dept. of Education, Phoenix.
Monitoring for Effectiveness of Compliance: Master Guide, Part B--Education of the Handicapped Act.
ED 228 783
Nutrition and the Arts. Arizona Nutrition Education & Training Program.
ED 229 377
Nutrition Super Stars 5th and 6th Grades .
ED 229 376
Nutrition Super Stars 7th and 8th Grades .
ED 229 375
Special Education Cost Study: Submitted in Compliance with ARS 15 - 236.A.
ED 228 782
Sports Nutrition.
ED 229 374

Arizona State Univ., Tempe.
Instructional Strategies for Serving Special Populations in Vocational Education.
ED 228 380

Arizona State Univ., Tempe. Center for Indian Education.
American Indian Language Development Institute - 1982: Curriculum Guide. Volume II.
ED 229 188
American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

Arizona Univ., Tucson. Dept. of Nutrition and Food Service.
Nutrition Super Stars 5th and 6th Grades .
ED 229 376
Nutrition Super Stars 7th and 8th Grades .
ED 229 375
Sports Nutrition.
ED 229 374

Arizona Univ., Tucson. Graduate Library School.
Invasion of the Anthropods. A Selected Annotated Bibliography to Reference Sources and Periodicals in Anthropology.
ED 229 330

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.
Assessment and Curriculum Guide for Special Students.
ED 228 402

Assembly on Literature for Adolescents, Athens, GA.
The ALAN Review. Spring, 1983.
ED 228 655

Association for the Severely Handicapped, Seattle, WA.
Quality Education for the Severely Handicapped.
ED 228 812

Association for Supervision and Curriculum Development, Alexandria, Va.
Early Childhood Education: Curriculum Organization and Classroom Management.
ED 229 175

Association of American Colleges, Washington, D.C.
Peace Studies.
ED 228 917

Association of American Geographers, Washington, D.C.
Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325

Association of Coll. and Research Libraries, Chicago, Ill.
Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.
ED 229 013

Association of Community Coll. Trustees, Annandale, Va.
In Search of a Community College President.
ED 229 067
Selected Readings from the Trustee Quarterly: A Special Publication for New Trustees and for Experienced Trustees New to ACCT.
ED 229 066

Association of Research Libraries, Washington, D.C.
ARL Annual Salary Survey 1982.
ED 229 048
ARL Statistics 1981-82. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries.
ED 229 049

Association of Universities and Colleges of Canada, Ottawa (Ontario).
Inventory of Research into Higher Education in Canada, 1983 = Inventaire des Recherches sur L'Enseignement Superieur au Canada.
ED 228 924

Australian Education Research and Development Committee, Canberra.
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786

Australian Schools Commission, Canberra.
Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786

ACTION, Washington, DC. Office of Voluntary Citizen Participation.
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116

ARC Associates, Inc. Oakland, CA.
Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853

Bank Street Coll. of Education, New York, N.Y.
Children's Strategies in Interpersonal and Task Situations.
ED 229 159
The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.
ED 228 781

Beloit Public Schools, Wisc.
Enriched Upper Elementary Language Arts Unit: Logical Thinking, Grades 5-6. Bulletin No. 346-D.
ED 228 816
Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C.
ED 228 815
Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B.
ED 228 814
Enriched Upper Elementary Language Arts Unit: Vocabulary, Grades 5-6. Bulletin No. 346-A.
ED 228 813

Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume III: Dynamics of the Study.
ED 229 104
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume IV. The Data: Pointers to Relationships.
ED 229 105
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume II: Ecological Characteristics of the Target Areas.
ED 229 107
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Parent Interview Schedule (PAINTS).
ED 229 108

Bismarck Junior Coll., N. Dak.
A Study of the Economic Impacts of Bismarck Junior College upon the Local Community.
ED 229 057

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615
Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616
The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

Borough of Manhattan Community Coll., New York, N.Y.
Job Assistance for Battered Women.
ED 229 063

Brevard Community Coll., Cocoa, Fla.
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465

British Columbia Univ., Vancouver. Center for Continuing Education.
Report of Citizenship Education Symposium, University of British Columbia (Vancouver, British Columbia, August 17-18, 1982). Occasional Papers in Continuing Education, Number 23.
ED 228 452

British Columbia Univ., Vancouver. Faculty of Education.
Sharing British Columbia's Water Resources. A Teaching Unit for Secondary Schools.
ED 229 305

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797
Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749

Bureau of Mines (Dept. of Interior), Washington, D.C.
R&D and Technological Change in Coal Mining.
ED 228 405

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Improving State Evaluation of Programs and Services for Special Populations in Vocational Education.
ED 228 413
Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410
Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Bureau of Occupational and Adult Education (ED), Washington, D.C.
The Emerging Role of Vocational Education in Job Creation and Development. State-of-the-Practice Report.
ED 228 470

Calgary Board of Education (Alberta).
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12. Summary Report.
ED 228 887
English as a Second Language. An Evaluation of Calgary Board of Education ESL Services Grades 1-12.
ED 228 888

California State Dept. of Education, Sacramento.
A Handbook regarding Confidentiality as a Right of Pupils in Counselor-Pupil Exchanges.
ED 228 568

California State Dept. of Education, Sacramento. Bureau of Publications.
Planning Vocational Home Economics Programs for Secondary Schools.
ED 228 454

California State Dept. of Education, Sacramento. Div. of Special Education.
Community Advisory Committee Guidelines. Volume I.
ED 228 810
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
Resource Specialist Training Resources. Volume I.
ED 228 774
Resource Specialist Training Resources. Volume II.
ED 228 775
Resource Specialist Training Resources. Volume III.
ED 228 776

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.
Glossary of Bilingual Education Terms.
ED 228 845

California State Dept. of Education, Sacramento. Office of Child Development.
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades.
ED 229 155
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades.
ED 229 156
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten.
ED 229 154
Preschool Program Guidelines.
ED 229 141

California State Dept. of Education, Sacramento. Special Education Resource Network.
Community Advisory Committee Guidelines. Volume I.
ED 228 810
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811
Resource Specialist Training Resources. Volume I.
ED 228 774
Resource Specialist Training Resources. Volume II.
ED 228 775
Resource Specialist Training Resources. Volume III.
ED 228 776

California State Dept. of Health Services, Sacramento. Sanitary Engineering Branch.
Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

California State Dept. of Rehabilitation, Sacramento.
Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report.
ED 228 766

California State Library, Sacramento.
California Libraries in the 1980s: Strategies for Service.
ED 229 050

California State Univ. Foundation, Los Angeles.
Community Advisory Committee Guidelines. Volume I.
ED 228 810
Community Advisory Committee Guidelines. Volume II: Appendices.
ED 228 811

California State Univ., Sacramento. School of Engineering.
Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

California Univ., Berkeley.
The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648

California Univ., Berkeley. Dept. of Physics.
Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275
How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274
Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276

California Univ., Los Angeles. Dept. of Economics.
Measuring the Impact of Education on Productivity. Working Paper #261.
ED 229 295

California Univ., Los Angeles. Graduate School of Education
The American Freshman: National Norms for Fall 1982.
ED 228 906

California Univ., San Diego. Center for Human Information Processing.
Educational Decision Making in Students' Careers. Final Report.
ED 228 586

California Univ., Santa Barbara.
Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
ED 228 847

Center for Applied Linguistics, Washington, D.C.
A Survey of Materials for the Study of the Uncommonly Taught Languages: Supplement, 1976-1981.
ED 228 863
A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
ED 228 834

Center for New Schools, Inc., Chicago, Ill.
A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473
Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474
Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478
CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 484
Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481
Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
ED 229 479
Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
ED 229 485
Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486
Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools.
ED 229 469
Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools.
ED 229 476
School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483
Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools.
ED 229 482
Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools.
ED 229 471
Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472
Teaching Practice. Documention and Technical Assistance in Urban Schools.
ED 229 470
The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 475
The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480
The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools.
ED 229 477
TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468
Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

Center for Theatre Techniques in Education, Inc., Stratford, CT.
Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Center for Women Policy Studies, Washington, D.C.
Women Employed in Corrections.
ED 228 540

Central Intermediate Unit 10, Philipsburg, Pa.
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791

Chapel Hill Training-Outreach Project, N.C.
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755

Chicago State Univ., Ill.
Library Research Manual: History.
ED 229 011

Child Welfare League of America, Inc., New York, N.Y.
Model Adoption Exchange Payment System: Executive Summary.
ED 229 111

Children's Hospital Medical Center of Northern California, Oakland.
Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982.
ED 228 751

Cincinnati Univ., Ohio. Coll. of Medicine.
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790

Citizens League, Minneapolis, Minn.
Rebuilding Education to Make It Work. Report.
ED 228 689

City Univ. of New York, Flushing, N.Y. Queens Coll.
Final Report on a Queens College Program for Secondary School Personnel.
ED 229 304

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
ED 228 808

City Univ. of New York, N.Y. Office of Academic Affairs.
An "A Posteriori" Examination of the Evaluation Scale of the Writing Skills Assessment Test at the City University of New York. Research Monograph Series Report No. 3.
ED 228 636

City Univ. of New York, NY. Bernard Baruch Coll. Library Instruction Services.
Fundamentals of Research in Accounting. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #06.
ED 229 024
Fundamentals of Research in Advertising. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #05.
ED 229 023
Fundamentals of Research in Anthropology and Ethnography. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #12.
ED 229 053
Fundamentals of Research in Consumer Behavior. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #10.
ED 229 028
Fundamentals of Research in Industrial Psychology. Teacher's Notes Transparencies, Bibliography, Exercises. Teaching Packages #3.
ED 229 021
Fundamentals of Research in Legislation. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #8.
ED 229 026
Fundamentals of Research in Literary Criticism. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #2.
ED 229 020
Fundamentals of Research in Marketing. Teacher's Notes, Transparencies, Bibliography, Excercises. Teaching Packages #11.
ED 229 052
Fundamentals of Research in Retailing. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #7.
ED 229 025
Fundamentals of Research in Sociology. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #1.
ED 229 019

Fundamentals of Research on the American Political Process. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #4.
ED 229 022

Fundamentals of Research on the Ethnic Experience in the United States. Teacher's Notes, Transparencies, Bibliography, Exercises. Teaching Packages #9.
ED 229 027

Clemson Univ., SC. Coll. of Education.
Reduction in Force: Policy & Procedure in South Carolina School Districts.
ED 228 708

Colby Community Coll., KS.
BIC (Business-Industry Council): A Concept Paper for Administrative Discussion.
ED 229 068

College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
Culture and Diplomacy in the Third World. Studies in Third World Societies, Publication Number Twelve.
ED 229 315

College Entrance Examination Board, New York, N.Y.
Cognitive Assessment and the Media.
ED 229 445

Colorado Univ., Boulder. Inst. of Cognitive Science.
Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546

Commission on Civil Rights, Washington, D.C.
A Growing Crisis: Disadvantaged Women and Their Children. Clearinghouse Publication 78.
ED 229 499

Discriminatory Religious Schools and Tax Exempt Status. Clearinghouse Publication 75.
ED 228 712

Sexual Harassment on the Job. A Guide for Employers.
ED 228 422

Statement on the Fiscal Year 1983 Education Budget. Clearinghouse Publication 73.
ED 228 705

Communications 21 Corp., Redondo Beach, CA.
Telecommunications and the Rural American, Today and Tomorrow.
ED 229 203

Compton Community Coll. Federation of Teachers, CA.
The Financial Resource Allocation Process at Compton Community College: A Redirection.
ED 229 055

Concordia Univ., Montreal (Quebec).
Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150

Congress of the U.S., Washington, D.C.
Corporate Education and Training.
ED 228 931

Graduate and Professional Education: A Review of Recent Trends.
ED 228 932

Guaranteed Student Loans: A Background Paper. Report No. 1.
ED 228 950

Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5.
ED 228 957

Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4.
ED 228 948

Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Oversight Hearing on the Termination of the Community Services Administration. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.
ED 228 421

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
Secondary Math and Science Education. Hearing Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Seventh Congress, Second Session (Norman, Oklahoma).
ED 229 278

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
On-the-Job and Apprenticeship Training Programs. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.
ED 228 544

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Informational Technology and Its Impact on American Education.
ED 228 987

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Oversight of the Equal Employment Opportunity Commission. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session. Examination of Certain Financial Management Practices within the Equal Employment Opportunity Commission.
ED 228 420

United States Academy of Peace Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session on S.1889 to Establish the United States Academy of Peace, and for Other Purposes.
ED 229 310

Vocational and Adult Education Consolidation Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United State Senate, Ninety-Seventh Congress, Second Session, on S. 2325.
ED 228 419

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
Office Safety (Part II).
ED 228 539

The Million Dollar Bowl. OSHA in the Office.
ED 228 538

Connecticut State Migratory Children's Program, New Haven.
What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209

Consumer Product Safety Commission, Washington, D.C.
Investigation of Exposure to Formaldehyde from Preserved Biological Specimens. Status Report.
ED 229 228

Cooperative Educational Service Agency 12, Portage, Wis.
Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750

Council for Educational Development and Research, Washington, D.C.
The Educator's Unauthorized Microcomputer Survival Manual.
ED 229 001

Council for Higher Education, Jerusalem (Israel).
Higher Education in Israel. Statistical Abstract 1980/81.
ED 228 918

Council on Library Resources, Inc., Washington, D.C.
Data Collection Manual and Sampling Plan. Public Online Catalog Study.
ED 229 015

Public Online Catalogs and Research Libraries. Final Report.
ED 229 014

Cross-Examination Debate Association.
CEDA Yearbook.
ED 228 668

Dallas County Community Coll. District, Tex.
Committee Handbook for Common Learning.
ED 229 083

David Paul Rosen & Associates, Oakland, CA.
Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971

The Effects of Phasing Out Social Security Student Benefits.
ED 228 970

Deakin Univ., Victoria (Australia).
Developing an Off Campus Studies Program at Deakin University.
ED 228 908

Defense Nuclear Agency (DOD), Washington, DC.
American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297

Delta Sigma Rho-Tau Kappa Alpha., Lawrence, Kans.
The 1980 Presidential Debates. Special Issue.
ED 228 682

Denver Univ., CO. Center for Mass Communications Research and Policy.
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996

Denver Univ., CO. Graduate School of Librarianship and Information Management.
Telefax Library Information Network. Executive Report.
ED 229 031

Telefax Library Information Network. Final Report.
ED 229 029

Telefax Library Information Network. TALINET II Continuation Grant.
ED 229 030

Department of Agriculture, Washington, D.C.
Nutrition and the Arts. Arizona Nutrition Education & Training Program.
ED 229 377

Nutrition Super Stars 5th and 6th Grades .
ED 229 376

Nutrition Super Stars 7th and 8th Grades .
ED 229 375

Sports Nutrition.
ED 229 374

Department of Commerce, Washington, D.C.
Selected Characteristics of Persons in Environmental Science: 1978.
ED 229 231

Department of Education, Washington, D.C. Div. of International Education.
A Survey of Materials for the Study of the Uncommonly Taught Languages: Supplement, 1976-1981.
ED 228 863

A Survey of Materials Development Needs in the Less Commonly Taught Languages in the United States. Final Project Report.
ED 228 834

Department of Education, Washington, DC.
Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series.
ED 228 460

Education for Employment. A Guide to Postsecondary Vocational Education for Students with Disabilities.
ED 228 435

Evaluation of Project FAST (Federally Assisted Staff Training).
ED 229 397

Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised.
ED 229 331

Portage Project Outreach Progress Report, July 1, 1981-June 30, 1982.
ED 228 750

Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series
ED 228 418

Quality Education for the Severely Handicapped.
ED 228 812

The American Freshman: National Norms for Fall 1982.
ED 228 906

Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
ED 229 207

U.S. Department of Education Annual Report, Fiscal Year 1982.
ED 228 748

Women and Spatial Change: Learning Resources for Social Science Courses.
ED 229 325

Department of Education, Washington, DC. Office of the Secretary.
Institutional Accreditation. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 922

Department of Energy, Washington, D.C.
Community College Centers for Contracted Programs: A Sequel to Shoulders to the Wheel.
ED 229 061

R&D and Technological Change in Coal Mining.
ED 228 405

Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.
Northern Network. Final Report. Program No. 13.680.
ED 228 976

Telefax Library Information Network. Executive Report.
ED 229 031

Telefax Library Information Network. Final Report.
ED 229 029

Telefax Library Information Network. TALINET II Continuation Grant.
ED 229 030

Department of Justice, Washington, D.C. Civil Rights Div.
Legitimizing Race as a Decision Making Criterion: Where Are We Going?
ED 229 498

Department of Justice, Washington, D.C. National Inst. of Justice.
"Taking a Bite Out of Crime": Preliminary Perspectives on the Influences of a Public Information Campaign.
ED 228 996

Women Employed in Corrections.
ED 228 540

Department of Labor, Washington, D.C.
The Work-Education Consortium Project: A Report on the First Two Years.
ED 228 392

Three Generations: The NLS of Labor Market Experience of Women.
ED 228 566

Department of State, Washington, DC. Bureau of Oceans and International Environmental and Scientific Affairs.
Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
ED 229 309

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Evaluation of Project FAST (Federally Assisted Staff Training).
ED 229 397

DeKalb County Board of Education, Decatur, Ga.
A Policy and Administrative Procedure for Reduction in Force, Adopted June 11, 1979.
ED 228 690

District of Columbia Univ., Washington, D.C. Dept. of Adult Education.
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.
ED 228 403

Drug Enforcement Administration (Dept. of Justice), Washington, D.C.
School Drug Abuse Policy Development Guide: For School and Community Officials.
ED 228 602

Durham City Schools, N.C.
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Biology Projects .
ED 228 785

East Maine Public Schools District 63, Des Plaines, IL.
Basic Skills Program Standards.
ED 228 651

Individual Student Profile.
ED 228 652

East Texas State Univ., Commerce. Occupational Curriculum Lab.
The Vocational Counselor and Guidance Team.
ED 228 393

Eastern Illinois Univ., Charleston.
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
ED 228 408

Eastern Michigan Univ., Ypsilanti.
19 Improving Schools and Why: Their "Formula for Success."
ED 228 713

Educational Research Service, Arlington, Va.
School Officials and the Courts: Update 1982. ERS Monograph.
ED 228 695

Educational Resources Information Center (ED/NIE), Washington, DC.
Resources in Education (RIE). Volume 18, Number 9.
ED 228 378

Educational Skills Development, Lexington, Ky.
Evaluation of IST Courses. FY81 Pilot Study. Part I and Part II. Final Report.
ED 229 003

Individualized Study by Technology (IST) for Alaska, A Model for the Future?
ED 229 005

Individualized Study by Technology (IST).
ED 229 004

Models for Estimating Costs of Computerized Instruction.
ED 229 006

Educational Testing Service, Princeton, N.J.
A Context for Career Decision Making. Research Report.
ED 228 469

Employment and Training Administration (DOL), Washington, D.C.
CETA: Assessment of Public Service Employment Programs.
ED 228 423

Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245

Environmental Protection Agency, Washington, DC. Office of Drinking Water.
Water Treatment Plant Operation. Volume 1. A Field Study Training Program.
ED 229 243

Environmental Research Inst. of Michigan, Ann Arbor.
Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065

Evaluation and Training Inst., Los Angeles, Calif.
Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704

Evaluation, Dissemination and Assessment Center, Dallas.
Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: E1 logro de la participacion de los padres. cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869

Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: E1 logro de la participacion de los padres. cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).
ED 228 868

Matematicas en la vida actual. Volumen I, edicion para el maestro. (Mathematics: A Practical View, Volume I, Teacher Edition). Applied Basic Curriculum Series.
ED 228 882

Matematicas en la vida actual. Volumen II, edicion para el maestro. (Mathematics: A Practical View. Volume II, Teacher Edition). Applied Basic Curriculum Series.
ED 228 883

Matematicas en la vida actual. Volumen III, edicion para el maestro. (Mathematics: A Practical View. Volume III, Teacher Edition). Applied Basic Curriculum Series.
ED 228 884

Mathematics: A Practical View. Volume I, Teacher Edition. Applied Basic Curriculum Series.
ED 228 879

Mathematics: A Practical View. Volume II, Teacher Edition. Applied Basic Curriculum Series.
ED 228 880

Mathematics: A Practical View. Volume III, Teacher Edition. Applied Basic Curriculum Series.
ED 228 881

Perez Self-Concept Inventory. Test Manual.
ED 228 877

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282

Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773

Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793

Reflections on Growing Up Disabled.
ED 228 794

ERIC Clearinghouse on Higher Education, Washington, D.C.
Planning Faculty Reduction.
ED 228 925

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Computers in the English Classroom: A Primer for Teachers.
ED 228 654

ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ED 228 679

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Identifying Policymaker Information Needs for the ERIC System. A Special Project Report.
ED 229 388

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Programming in the Arts: An Impact Evaluation.
ED 229 287

Federal Emergency Management Agency, Washington, D.C.
Fire Education and the News.
ED 228 541

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241

Flinders Univ. of South Australia, Bedford Park (Australia).
The Development of a Tutor Programme in a University Hall of Residence--A Case Study.
ED 228 905

Florida International Univ., Miami. School of Education.
Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982.
ED 228 381

Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
A Quick and Handy Guide to Educational Mentoring. A Product of a 310 Special Demonstration Training Project 1982-83, "Training Mentors as Educational Counselors of Adult Learners."
ED 228 465

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education. Final Report. 1981-1982.
ED 228 381

Florida State Dept. of Education, Tallahassee. Law Education Program.
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.
ED 229 317

Florida State Univ., Tallahassee.
Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234

Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095

Florida State Univ., Tallahassee. International Inst. of Andragogy.
Evaluation in Adult Education: An International Perspective. Theory, Innovation, and Practice in Andragogy. No. 4.
ED 228 464

Factors in Adult Learning and Instruction. Theory, Innovation, and Practice in Andragogy. No. 1.
ED 228 461

Instructional Technology and the Adult Learner. Theory, Innovation, and Practice in Andragogy. No. 2. = La Technologia Educativa y el Aprendiz Adulto. Teoria, Innovacion y Practica en Andragogia. No. 2.
ED 228 462

Theoretical Foundations of Adult Education: Borrowings from Other Disciplines. Theory, Innovation, and Practice in Andragogy. No. 3.
ED 228 463

Florida Univ., Gainesville. Coll. of Education.
PROTEACH: A Program for the Preparation of Professional Teachers.
ED 229 381

Ford Foundation, New York, N.Y.
Too Little, Too Late: Services for Teenage Parents. An Examination of Some Major Programs Now Operating in the United States to Serve Teenage Parents and Their Children, Including a Look at the Range and Quality of Available Services and Candid Comments by Service Providers. Working Paper.
ED 229 458

Fordham Univ., Bronx, N.Y. Hispanic Research Center.
Hispanic American Diversity.
ED 229 464

Hispanic Diversity in New York City.
ED 229 462

Research Issues concerning the Puerto Rican Child and Family.
ED 229 459

The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
ED 229 463

The Spanish Family Guidance Center of Miami.
ED 229 465

Fort Valley State Coll., Fort Valley, Ga.
Preschool Demonstration Project for Handicapped Children: A Project Summary.
ED 228 749

Freedom of Information Center, Columbia, Mo.
Demographics and the Dailies: Stalking the Upscale Reader.
ED 228 681

Five Years of Right of Publicity: The Aftermath of "Zacchini v. Scripps-Howard."
ED 228 687

Rich News: Metropolitan Dailies and the Urban Poor.
ED 228 680

Froomkin (Joseph) Inc., Washington, D.C.
Support of Graduate and Professional Students.
ED 228 974

Fulton County Schools, Atlanta, Ga.
Improving Citizenship Education: Elementary Handbook.
ED 229 321

Improving Citizenship Education: Secondary Handbook.
ED 229 322

Further Education Unit, London (England).
Towards a Personal Guidance Base. A Project Report.
ED 228 447

TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
ED 228 448

Gallaudet Coll., Washington, D.C.
Hearing Impaired Developmentally Disabled Children and Adolescents: An Interdisciplinary Look at a Special Population.
ED 228 752

Gateway Technical Inst., Kenosha, WI. Research and Planning Services.
Walworth County Employer Needs Assessment Study.
ED 229 097

General Foods Corp., White Plains, N.Y.
A Synopsis of the National Conference on Fitness and Aging (Washington, DC, September 10-11, 1981).
ED 229 336

Georgia Southern Coll., Statesboro.
Teacher Education Curricula: Perceptions of First-Year Teachers.
ED 229 364

Georgia State Board of Education, Atlanta.
Guidelines and Standards for Proprietary Schools.
ED 228 702

Georgia State Dept. of Education, Atlanta.
A Guide for Planning and Construction of Public School Facilities in Georgia. Media Center Facilities. Revised.
ED 228 723

Admission Policies and Practices of State Operated Residential Schools for the Deaf in the United States.
ED 228 787

Improving Citizenship Education: Elementary Handbook.
ED 229 321

Improving Citizenship Education: Secondary Handbook.
ED 229 322

Georgia State Dept. of Education, Atlanta. Office of State Schools and Special Services.
Georgia Academy for the Blind: Orientation and Mobility Curriculum. Crossroads to Independence.
ED 228 809

German Foundation for International Development, Bonn (West Germany).
Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany, November 5-12, 1980).
ED 228 446

Global Learning, Inc., Montclair, NJ.
Coalition Building: Drawing Universal Truths from Biased History.
ED 229 300

Governor's Employment and Training Office, Madison, Wis.
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395

Hamden-New Haven Cooperative Education Center, Conn.
What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209

Hawaii Univ., Honolulu.
Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Spring Enrollment Report: University of Hawaii, Community Colleges, Spring 1983 (As of March 10, 1983).
ED 229 094

Home Economics Education Association, Washington, D.C.
Positive Approaches to Classroom Discipline.
ED 228 707

Hospital Research and Educational Trust, Chicago, Ill.
Initial Report and Preliminary Recommendations.
ED 228 903

Howard Community Coll., Columbia, MD. Office of Research and Planning.
Census Analysis: A Look at HCC Credit Students Based on the 1980 Census. Research Report Number 30.
ED 229 058

Illinois Community Coll. Board, Springfield.
A Study of Commuting Costs at Seven Illinois Public Community Colleges.
ED 229 073

Illinois State Board of Education, Springfield.
Study of the Quality of the Preparation and Performance of Educational Personnel. External Reactor Panel Reports.
ED 229 356

Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
Project PACCE CBAE Materials User's Guide.
ED 228 477

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Behavior Management in Vocational Education Laboratories. Technical Assistance Services: Illinois Special Needs Populations.
ED 228 459

Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.
ED 228 450

Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
ED 228 408

Illinois State Dept. of Commerce and Community Affairs, Springfield.
Illinois Alternative Schools and the Employment and Training Community.
ED 228 400

Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.
ED 228 450

Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
ED 228 408

Illinois Univ., Urbana.
A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226

Illinois Univ., Urbana. Center for the Study of Reading.
Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615

Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616

The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits.
ED 228 408

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.
Vocational Programming and Services for Handicapped Individuals in Illinois: A Roadmap to Productive Employment. An Information Guide for Parents and Handicapped Individuals.
ED 228 450

Indiana State Dept. of Public Instruction, Indianapolis.
Teaching Social and Leisure Skills to Youth with Autism.
ED 228 799

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
Special Educators' Guide to Exemplary Curricula: Results of a National Field-Based Survey (1983).
ED 228 804

Indiana Univ., Bloomington.
Television and Visual Literacy. Readings from the 13th Annual Conference of the International Visual Literacy Association.
ED 228 980

Indiana Univ., Bloomington. Developmental Training Center.
Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
ED 228 798

Managing Behaviors of Seriously Emotionally Disturbed and Autistic Children. Teachers Exchange.
ED 228 797

Teaching Social and Leisure Skills to Youth with Autism.
ED 228 799

Indiana Univ., Bloomington. Social Studies Development Center.
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
ED 229 319

Indigenous Mathematics Project, Port Moresby (Papua New Guinea).

Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263

Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
ED 229 260

Divenap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265

Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261

Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262

Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271

Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269

Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266

Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
ED 229 258

Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267

Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264

Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259

Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273

Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272

The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268

The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270

Institute of Comparative Social and Cultural Studies, Inc., Washington, D.C.

American, Jordanian, and Other Middle Eastern National Perceptions.
ED 229 297

International Council for Adult Education, Toronto (Ontario).

Tradition for Development: Indigenous Structures and Folk Media in Non-Formal Education. Report and Papers from the International Seminar on The Use of Indigenous Social Structures and Traditional Media in Non-Formal Education and Development (Berlin, West Germany. November 5-12, 1980).
ED 228 446

International Federation of Library Associations, The Hague (Netherlands).

Administrative Libraries Section. Special Libraries Division. Papers.
ED 229 034

Art Libraries Section. Special Libraries Division. Papers.
ED 229 035

Biological & Medical Sciences Libraries Section. Special Libraries Division. Papers.
ED 229 037

Geography and Map Libraries Section. Special Libraries Division. Papers.
ED 229 036

National Libraries Section. General Research Libraries Division. Papers.
ED 229 040

Parliamentary Libraries Section. General Research Libraries Division. Papers.
ED 229 041

Round Table of Editors of Library Journals. Papers.
ED 229 032

Science and Technology Libraries Section. Special Libraries Division. Papers.
ED 229 038

Social Science Libraries Section. Special Libraries Division. Papers.
ED 229 039

Special Libraries Division. Papers.
ED 229 033

University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers.
ED 229 042

InterAmerica Research Associates, Rosslyn, Va.

Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary.
ED 228 854

ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
ED 228 858

ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856

ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report.
ED 228 857

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report.
ED 228 860

The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
ED 228 855

Iowa Central Community College, Fort Dodge.

Assessment and Curriculum Guide for Special Students.
ED 228 402

Iowa State Advisory Council for Vocational Education, Des Moines.

A Resource Guide on Local Vocational Education Advisory Councils for Administrators and Instructors.
ED 228 384

Iowa State Dept. of Public Instruction, Des Moines.

Instructional Computing--A Planning Guide: Reaching for the Future.
ED 228 988

Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.

Autism: Programmatic Considerations. Iowa Monograph.
ED 228 769

Handbook for Vocational School Psychology.
ED 228 760

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Assessing and Evaluating the Career Development of Special Education Students.
ED 228 761

Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.

Social Skills: Principles, Procedures and Practices.
ED 228 762

Iowa Univ., Iowa City. Center for Educational Experimentation, Development, and Evaluation.

Introduction to CAITE I. Module 130. Computer Aided Instruction in Teacher Education. Revised.
ED 229 331

Iowa Univ., Iowa City. Inst. for School Executives.

The Turbulent Field of Public School Administration.
ED 228 691

Iowa Univ., Iowa City. Science Education Center.

Toward the Desired State in Science Teaching. Proceedings of Annual Curriculum Update Conference (June 21-26, 1981).
ED 229 255

Toward Excellence in Science Education. Proceedings of Annual Curriculum Update Conference (June 18-23, 1982).
ED 229 254

Jackson County School District, Mich.

Career Education Program for Elementary Students: Science.
ED 228 466

Jefferson Coll., Hillsboro, Mo.

A.B.E. Teacher's Manual.
ED 229 060

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Student Team Learning Dissemination and Patterns of Use in Schools.
ED 229 371

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
ED 229 491

The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609

Johnson O'Connor Research Foundation, Boston, MA.

Male-Female Differences in Cognitive Abilities in Various Age Groups. Technical Report 1982-3.
ED 228 415

Joint Council on Economic Education, New York, N.Y.

Developing Reasoning as the Fourth R.
ED 229 308

Junior League of Ogden, UT.

Humane Education Projects Handbook.
ED 229 247

Kansas State Dept. of Education, Topeka.

Energy Adventure Center. Activity Book. Revised and Expanded Edition.
ED 229 244

Kansas State Univ., Manhattan.

A Reading Guide: Assisting Content Area Teachers.
ED 228 633

Kansas Univ., Lawrence. General Research Fund.

An Analysis of Social Interactions between Preschool Children and Adults.
ED 229 142

Kellogg Foundation, Battle Creek, Mich.

Serving Adult Learners. Collaborative Approaches in Five Communities.
ED 228 545

Kentucky State Dept. of Education, Frankfort.

Procedures for Kentucky Accreditation Program.
ED 228 744

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.

Pre-Instructional Conceptions about Transformations of Substances.
ED 229 235

Students' Notions About the Energy Concept--Before and After Physics Instruction.
ED 229 237

Lake County Coll., Grayslake, Ill.

Illinois Alternative Schools and the Employment and Training Community.
ED 228 400

Lincoln Intermediate Unit No. 12, New Oxford, PA.

Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
ED 228 449

London Univ. (England). Inst. of Education.

Computer Assisted Learning in a Sixth Form Economics Course. Research Papers in Economics Education.
ED 229 290

Long Beach Dept. of Public Health, CA.

Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations.
ED 228 844

Los Angeles Community Coll. District, Calif. Educational Services Div.

The Future Management, Funding, and Scope of Community Services Education within the Los Angeles Community College District.
ED 229 071

Louisiana State Dept. of Education, Baton Rouge.

A Year of Basic Skills Testing and Compensatory Education in Louisiana.
ED 229 252

Lund Univ. (Sweden). Dept. of Education.

Teacher Stress: Complex Model Building with LISREL. Pedagogical Reports, No. 16.
ED 229 332

Maine Univ., Orono.

Characteristics of Adolescent Parents and Their Offspring in a Northeastern State: 1971-1980.
ED 228 587

Relations with Grandparents as a Predictor of Adolescents' Attitudes toward the Elderly.
ED 228 576

Maine Univ., Orono. Coll. of Education.

Impact of Reality Therapy on the Maine Youth Center. Fourth Assessment of Youth, Winter 1982.
ED 228 562

Perceptions of Reality Therapy by the Staff of the Maine Youth Center, 1980-1981.
ED 228 561

Management Directions, Austin, TX.

Model Adoption Exchange Payment System: Executive Summary.
ED 229 111

Manhattan Unified School District, KS.

A Reading Guide: Assisting Content Area Teachers.
ED 228 633

Manifest Learning Systems, Inc., Tiburon, CA.

Applications of Electronic Technologies to Rural Education.
ED 229 205

Manitoba Dept. of Education, Winnipeg.

Adapting the Physical Education Program for the Student with Special Needs: A Supplement to the K-12 Physical Education Curriculum Guide.
ED 228 771

Manitoba Dept. of Education, Winnipeg. Dept. of Cultural Affairs and Historical Resources.

In the Mainstream: A Bibliography on the Disabled in Manitoba.
ED 228 770

March of Dimes Birth Defects Foundation, Washington, D.C.

Children's Cognitive Development and Free Play: Relations to Maternal Behavior.
ED 229 162

Maryland Univ., College Park. Counseling Center.

Changes in the Social Climate of a College Campus over a Decade.
ED 228 585

Massachusetts Inst. of Tech., Cambridge. Laboratory for Information and Decision Systems.

Investigations of Computer-Aided Document Search Strategies.
ED 229 009

Massachusetts State Dept. of Education, Boston. Div. of Curriculum and Instruction.

Computer Technology in Massachusetts Schools.
ED 229 227

Massachusetts Teachers Association, Boston.

Choices: A Unit on Conflict and Nuclear War.
ED 229 313

Massachusetts Univ., Amherst. School of Education.

The Use of Stopped-Action Video Replay to Heighten Theory Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Massasoit Community Coll., Brockton, Mass.

A Guide for the Systematic Review of Academic Programs.
ED 229 079

Mathematical Association of America, Washington, D.C.

Problem Solving in the Mathematics Curriculum. A Report, Recommendations, and an Annotated Bibliography. MAA Notes, Number 1.
ED 229 248

Memorial Univ., St. John's (Newfoundland). Faculty of Education.

The Evaluation of Faculty Teaching Performance.
ED 228 916

Merrimack Education Center, Chelmsford, Mass.

Computer Technology in Massachusetts Schools.
ED 229 227

Michigan Occupational Information Coordinating Committee.

Human Resource Implications of Robotics.
ED 228 547

Michigan State Dept. of Education, Lansing. State Library Services.

Basic State Plan: State-Federal Agreement, 1982.
ED 229 044

Long-Range Program. The State Plan for Michigan State Library Services, 1982-1987.
ED 229 047

Michigan State Dept. of Social Services, Lansing.

The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115

Michigan State Univ., East Lansing.

Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
ED 229 446

Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
ED 228 611

Michigan Technological Univ., Houghton. Dept. of Biological Sciences.

Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'.
ED 229 249

Middlesex County Coll., Edison, NJ. Office of Research and Planning.

An Evaluative Study of the Nurse Education Program. Research Report Number 82-1.
ED 229 085

Ministry of Education, Quebec (Canada).

Body Salience, Weight-Role Knowledge-Flexibility and Peer Affiliations between the Ages of Three and Eight Years.
ED 229 150

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Project 88: A New Technical Nursing Curriculum. Final Report.
ED 228 383

Minnesota Univ., Minneapolis. Center for Research in Human Learning.

The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.
ED 228 824

An Analysis of the Conceptual Framework Underlying Definitions of Learning Disabilities.
ED 228 826

An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning.
ED 228 829

An Analysis of Current Practice in Referring Students for Psychoeducational Evaluation: Implications for Change.
ED 228 823

Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
ED 228 820

Generalizations from Five Years of Research on Assessment and Decision Making.
ED 228 828

LD Students' Active Academic Responding in Regular and Resource Classrooms.
ED 228 822

Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
ED 228 825

Public-Policy Implications of Different Definitions of Learning Disabilities.
ED 228 827

The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
ED 228 821

The Pine County Model for Special Education Delivery: A Data-Based System.
ED 228 830

Minnesota Univ., Minneapolis. Inst. of Child Development .

Parent Handbook, Laboratory Nursery School.
ED 229 176

Mississippi Univ., University. Bureau of Educational Research.

Parental Attitudes concerning the Use, Ethics and Legality of Corporal Punishment and Rewards in the Elementary Classroom.
ED 228 721

Missouri Dept. of Conservation, Jefferson City.

Campground Cookery. Outdoor Living Skills Series. Instructor Manual.
ED 229 180

Missouri Univ., Columbia. Dept. of Special Education.

A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807

Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
ED 228 805

Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education.
ED 228 806

Missouri Univ., Columbia. Graduate Research Council.

A Problem-Solving Process in Analyzing Parent-Child Language Transactions in a Reading Event.
ED 228 607

Mott (C.S.) Foundation, Flint, Mich.

An Investigation of Selected Community School Terminations. Research Report 82-108.
ED 228 455

19 Improving Schools and Why: Their "Formula for Success."
ED 228 713

Mount Gravatt Coll. of Advanced Education, Mt. Gravatt (Australia).

Towards a Communication Curriculum for Hearing-Impaired Pupils: Report of the National Workshop on Language Curriculum Development for Hearing-Impaired Pupils (Melbourne, Australia, November 23-27, 1980). Occasional Paper Number One.
ED 228 786

MPR Associates, Berkeley, CA.

Fiscal Issues Concerning the Reorganization of Los Angeles Unified School District.
ED 228 704

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Research on the Population of China: Proceedings of a Workshop (Washington, D.C., October 28, 1980).
ED 229 309

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Evaluation of Employment and Training Programs.

CETA: Assessment of Public Service Employment Programs.
ED 228 423

National Advisory Council on Indian Education, Washington, D.C.

The Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides toward Educational Equity thru Parental Involvement. The Ninth Annual Report to the Congress of the United States.
ED 229 181

National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.

Landsat Technology Transfer to the Private and Public Sectors through Community Colleges and Other Locally Available Institutions, Phase II Program. Final Report.
ED 229 065

National Aeronautics and Space Administration, Washington, D.C.

Aerospace Bibliography. Seventh Edition.
ED 229 246

National Association for Environmental Education, Troy, Ohio.

Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282

National Association of Secondary School Principals, Reston, Va.

The Student's Privacy: A Developing Concept. Part One: Student Records. A Legal Memorandum.
ED 228 692

National Center for Education Statistics (ED), Washington, DC.

Noncollegiate Postsecondary Schools with Occupational Programs, 1982. National Center for Education Statistics: Early Release.
ED 228 436

National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190

Implementing the Indian Child Welfare Act of 1978.
ED 229 194

Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.
ED 229 193

The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195

The Social Worker and the Indian Client.
ED 229 192

Working With Abusive/Neglectful Indian Parents. Revised.
ED 229 191

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Indian Foster and Adoptive Care Manual.
ED 229 201

Parenting Education - Child Development Stages.
ED 229 198

Parenting Education - Discipline Skills.
ED 229 199

Parenting Education - Health and Hygiene.
ED 229 197

Parenting Education - Parent-Child Communication.
ED 229 200

Parenting Education - Preparing for Parenthood.
ED 229 196

National Clearinghouse for Bilingual Education, Arlington, Va.

Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
ED 229 430

Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440

National Commission on Nursing, Chicago, IL.

Initial Report and Preliminary Recommendations.
ED 228 903

National Commission on Student Financial Assistance, Washington, DC.

"Terrain Paper" on Demography and Higher Education.
ED 228 938

A Demographic Overview of Postsecondary Education.
ED 228 935

An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities.
ED 228 954

Another Look at SSIG.
ED 228 946

Basic Facts on College-Going Rates by Income, Race, Sex, and Age, 1970 to 1980.
ED 228 934

Changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981.
ED 228 941

Changing Characteristics of Student Aid Recipients, 1974, 1981.
ED 228 943

Characteristics of State Grant Programs in 1982-83.
ED 228 947

Corporate Education and Training.
ED 228 931

Criteria for the Evaluation of Student Loan Alternatives.
ED 228 936

Discretionary Income and College Costs.
ED 228 944

Education and Training in Labor Unions.
ED 228 951

Financial Issues in Graduate Education and an Agenda for Research. Public Law 96-374, 7(A).
ED 228 958

Graduate and Professional Education: A Review of Recent Trends.
ED 228 932

Guaranteed Student Loans: A Background Paper. Report No. 1.
ED 228 950

Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program.
ED 228 929

Overview of the State Allocation Process for Campus-Based Student Aid.
ED 228 973

Proprietary Vocational Schools: A Significant Sector of American Postsecondary Education.
ED 228 942

Resolving the Contradictions of Federal Public Assistance and College Opportunity Policies: Legislative Recommendations.
ED 228 971

Satisfactory Academic Progress Standards for Federal Student Aid Recipients. Report No. 5.
ED 228 957

State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation.
ED 228 956

Student Financial Assistance and State Policy.
ED 228 955

Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report.
ED 228 927

Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report.
ED 228 928

Study of the Cost to Deliver Student Financial Aid on Campus. Final Report.
ED 228 926

Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.
ED 228 975

Study of the Special Allowance Formula of the Guaranteed Student Loan Program. Report No. 4.
ED 228 948

Study of Guaranteed Student Loan Default Rates.
ED 228 952

Study of Procedures to Eliminate the Guaranteed Student Loan In-School Interest Subsidy. Report No. 2.
ED 228 949

Summary of College Board Studies on the SSIG Program.
ED 228 945

Summary of SHEEO Survey.
ED 228 930

Support of Graduate and Professional Students.
ED 228 974

The Educational Indebtedness of Graduate and Professional Students.
ED 228 972

The Effects of Phasing Out Social Security Student Benefits.
ED 228 970

The Federal Role in Postsecondary Education.
ED 228 937

The Overeducated American in the 1980s.
ED 228 933

The Role of Educational Debt in Consumers' Total Debt Structure.
ED 228 939

Toward Improvement of Credit Policies on Guaranteed Student Loans.
ED 228 953

Undergraduate Postsecondary Education.
ED 228 940

Work Patterns of Full-Time College Students in 1974 and 1981.
ED 228 969

National Committee, Arts for the Handicapped, Washington, D.C.

Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791

National Conference of State Legislatures, Washington, D.C.

State Responses to Federal Policies on Student Financial Assistance: A Survey of State Legislation.
ED 228 956

National Council of Teachers of English, Urbana, Ill.

Computers in the English Classroom: A Primer for Teachers.
ED 228 654

Idea Exchange for English Teachers.
ED 228 642

National Council of Teachers of Mathematics, Inc., Reston, Va.

How to Choose and Create Good Problems for Primary Children.
ED 229 216

Multicultural Mathematics Materials.
ED 229 250

Topics for Mathematics Clubs. Second Edition.
ED 229 217

National Education Association, Washington, D.C.

Choices: A Unit on Conflict and Nuclear War.
ED 229 313

Teaching and Learning about Aging. Developments in Classroom Instruction Series.
ED 228 581

National Education Association, Washington, D.C. Research Div.

A Teacher Survey NEA Report: Computers in the Classroom.
ED 229 343

Negotiation Research Digest, April 1967-June 1975.
ED 229 333

National Endowment for the Arts, Washington, D.C.

Arts Audience Statistics and Culture Indicators: A Review of Complementary Approaches.
ED 229 286

Programming in the Arts: An Impact Evaluation.
ED 229 287

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
ED 228 573

National Governors' Association, Washington, D.C.

Student Financial Assistance and State Policy.
ED 228 955

National Indian Child Abuse and Neglect Resource Center, Tulsa, OK.

Guidelines for Identifying Child Abuse & Neglect in Institutions.
ED 229 190

Implementing the Indian Child Welfare Act of 1978.
ED 229 194

Indian Culture and Its Relationship to Child Abuse & Neglect. Revised.
ED 229 193

Indian Foster and Adoptive Care Manual.
ED 229 201

Parenting Education - Child Development Stages.
ED 229 198

Parenting Education - Discipline Skills.
ED 229 199

Parenting Education - Health and Hygiene.
ED 229 19[illegible]

Parenting Education - Parent-Child Communication.
ED 229 200

Parenting Education - Preparing for Parenthood.
ED 229 196

The Home Visit: How to Recognize the Forms and Indicators of Abuse and Neglect.
ED 229 195

The Social Worker and the Indian Client.
ED 229 192

Working With Abusive/Neglectful Indian Parents. Revised.
ED 229 191

National Inst. for Work and Learning, Washington, D.C.

Serving Adult Learners. Collaborative Approaches in Five Communities.
ED 228 545

The Work-Education Consortium Project: A Report on the First Two Years.
ED 228 392

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609

The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130

The Effects of Televised Preplays on Children's Attention and Comprehension.
ED 229 161

The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

The Socioeconomic Status of Recent Mothers of Mexican Origin in Los Angeles County: A Comparison of Undocumented Migrants, Legal Migrants, and Native Citizens.
ED 229 212

National Inst. of Education (DHEW), Washington, D.C.

Federal Policy in Action: A Case Study of an Urban Education Project.
ED 229 488

The Case of Adam: A Specific Evaluation of a Math Learning Disability.
ED 229 146

National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
ED 229 473

Analysis of the Concept of Shared Cognitive Frameworks as a Key to Promoting School Improvement. Documentation and Technical Assistance in Urban Schools.
ED 229 474

Building, Maintaining, and Ending Relationships: An Urban School District and a Technical Assistance Team. Documentation and Technical Assistance in Urban Schools.
ED 229 478

CCE-Westlake High School: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 484

Implementing Organizational Development Strategies at the Local Urban School: A Case Study of the Imaginative Educational Cooperation Project. Documentation and Technical Assistance in Urban Schools.
ED 229 481

Iroquois City: Problems in External Generalization of a Teacher Center. Documentation and Technical Assistance in Urban Schools.
ED 229 479

Life and Work in Several Urban Communities: A Case Study of Open Education. Documentation and Technical Assistance in Urban Schools.
ED 229 485

Linkage in a New Key: The DTA Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 486

Mutual Adaptation: Using Outside Information in Educational Practice. Documentation and Technical Assistance in Urban Schools.
ED 229 469

School Self-Improvement: A Case Study of the Coalition for Business and Education Collaboration. Documentation and Technical Assistance in Urban Schools.
ED 229 483

Southend Intermediate School: A Case Study on Collaboration among a School, a Technical Assistance Group and a University. Documentation and Technical Assistance in Urban Schools.
ED 229 482

Strengthening Connections between Schools and Communities as a Method of Improving Urban Schools. Documentation and Technical Assistance in Urban Schools.
ED 229 471

Teacher Participation in School-Site Governance: An Ethnographic Study of School Change. Documentation and Technical Assistance in Urban Schools.
ED 229 472

Teaching Practice. Documention and Technical Assistance in Urban Schools.
ED 229 470

The DTA Field Research Experience. Documentation and Technical Assistance in Urban Schools.
ED 229 475

The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
ED 229 480

The Mutual Adaptation Concept: Its Roots and Relatives. Documentation and Technical Assistance in Urban Schools.
ED 229 477

TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468

Vision, Action and Commitment: Some Limits in Our Assumptions about Improving Schools. The DTA Final Report. Documentation and Technical Assistance in Urban Schools.
ED 229 487

National Inst. of Education (ED), Washington, DC.

A Context for Career Decision Making. Research Report.
ED 228 469

A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
ED 229 454

An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.
ED 228 739

Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report.
ED 229 239

Applications of Electronic Technologies to Rural Education.
ED 229 205

Assessment of Language Proficiency of Bilingual Persons (ALPBP) Project. Executive Summary.
ED 228 854

At the Crossroads: General Education in Community Colleges. "Horizons Issues" Monograph Series.
ED 229 090

ALPBP Project Language Proficiency Assessment (LPA) Symposium. Literature Review, LPA Symposium Summary, & Publication and Dissemination Plan for the LPA Symposium Proceedings. Final Report.
ED 228 858

ALPBP Project Research Component: Summary of Research Findings and Final Reports.
ED 228 856

ALPBP Teacher Training Component. A Sociolinguistic/Ethnographic Approach to Language Proficiency Assessment: Tucson and Berkeley Program Descriptions and Evaluations. Final Report.
ED 228 857

Bilingual Education in a Chinese Community. Final Research Report.
ED 228 853

Community Environments and Parent Participation with Appendices .
ED 229 460

Computer-Based Instruction on Skills for Addressing Envelopes.
ED 228 982

Computers in the English Classroom: A Primer for Teachers.
ED 228 654

Consequences of Different Styles of Textbook Use in Preparing Students for Standardized Tests.
ED 229 446

Contrasts, Trends and Implications of Student Course Enrollments and Extra Curricular Memberships in Desegregated High Schools.
ED 229 491

Current Issues in Environmental Education and Environmental Studies. Volume VIII. Selected Papers from the Annual Conference of the National Association for Environmental Education (11th, Silver Bay, New York, October 15-20, 1982).
ED 229 282

Discourse Analysis of Classroom Narrative and Speech Play of Island Children. Final Report.
ED 228 851

Divestiture in Special Education--A Personal Point of View: The 1982 Statespersons' Roundtable.
ED 228 773

Educational Content of Basal Reading Texts: Implications for Comprehension Instruction.
ED 228 611

Educational Decision Making in Students' Careers. Final Report.
ED 228 586

Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).
ED 228 715

Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).
ED 228 714

Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
ED 229 430

Evaluator Types: Do Differences Matter?
ED 229 429

ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ED 228 679

Identifying Policymaker Information Needs for the ERIC System. A Special Project Report.
ED 229 388

Limited Language Proficiency: A Problem in the Definition and Measurement of Bilingualism. Final Report.
ED 228 859

Limited Monarchy: The Rise and Fall of Student Rights.
ED 228 697

Linguistic Interdependence among Japanese and Vietnamese Immigrant Students. Final Report.
ED 228 860

Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447

Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448

Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449

Microcomputers in Special Education. Selection and Decision Making Process.
ED 228 793

Oral Narratives of Bilingual Mexican-American Adults Enrolled in Adult Basic Education. Final Report.
ED 228 852

Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461

Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615

Planning Faculty Reduction.
ED 228 925

Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
ED 228 700

Quality High Schools: What Principals Have to Say. Monograph.
ED 228 716

Race and Educational Employment.
ED 228 698

Reflections on Growing Up Disabled.
ED 228 794

Resources in Education (RIE). Volume 18, Number 9.
ED 228 378

Strategic Difficulties in Summarizing Texts. Technical Report No. 274.
ED 228 616

Student Team Learning Dissemination and Patterns of Use in Schools.
ED 229 371

Technology in the Service of Rural Education. Proceedings of a Workshop on Telecommunications in the Service of Rural Education (Washington, D.C., July 8-9, 1980). Summary .
ED 229 202

Telecommunications and the Rural American, Today and Tomorrow.
ED 229 203

Telecommunications in Rural America: Special Populations, Special Problems.
ED 229 204

Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440

The Adult Occupational Success of Dyslexic Boys: A Large Scale, Long-Term Follow Up.
ED 228 609

The Interaction of Teacher Roles in the Teaching of Writing in Inner-City Secondary Schools. Executive Summary .
ED 228 648

The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report.
ED 228 745

The Relationship Between Evaluative Data and School Decision-Making.
ED 229 437

The Role of Metacognition in Reading to Learn: A Developmental Perspective. Reading Education Report No. 40.
ED 228 617

The Structure of Work and the Underutilization of College-Educated Workers.
ED 228 699

The Study of Graphic Sense and Its Effects on the Acquisition of Literacy. Final Report.
ED 228 855

The Use of Stopped-Action Video Replay to Heighten Theory-Testing in Young Children Solving Balancing Tasks. Final Report.
ED 229 121

Thinking Globally and Acting Locally: Environmental Education Teaching Activities.
ED 229 214

Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks.
ED 229 370

Tuition Tax Credits: Issues of Equity.
ED 228 701

Utilization of Knowledge Acquired through the First Language in Comprehending a Second Language: Narrative Comprehension by Spanish-English Speakers.
ED 228 847

Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Ways to Improve Schools and Education. Final Interim Report.
ED 228 738

National Inst. of Independent Colleges and Universities, Washington, DC.

An Assessment of Financial Aid Packaging for Students Attending Independent Colleges and Universities.
ED 228 954

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Programs.

Hispanic American Diversity.
ED 229 464

Hispanic Diversity in New York City.
ED 229 462

Research Issues concerning the Puerto Rican Child and Family.
ED 229 459

The Psychiatric Evaluation and Psychotherapy of the Hispanic Bilingual Patient.
ED 229 463

The Spanish Family Guidance Center of Miami.
ED 229 465

National Inst. of Mental Health (DHHS), Rockville, Md.

A Demonstration of Causal Modeling in the Utilization of Program Implementation Measures.
ED 229 394

New Directions for Studying the Interaction between Parent Education and Family Characteristics.
ED 229 163

Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume II: Technical Reviews.
ED 228 979

The Effect of Maternal Touching on Infant Social Referencing.
ED 229 152

National Inst. of Mental Health (DHHS), Rockville, MD.

Perceptual Span for Letter Distinctions during Reading. Technical Report No. 272.
ED 228 615

National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Social Integration of the Rural Elderly: Implications for Service Delivery.
ED 229 206

National Inst. on Aging (DHHS/PHS), Bethesda, MD.

Strategies of Life Course Analysis.
ED 229 291

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report.
ED 228 584

National Library of Medicine (DHHS/NIH), Bethesda, Md.

Online Catalog Study: Final Report.
ED 229 051

National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.
ED 228 391

National Opinion Research Center, Chicago, Ill.

Community Environments and Parent Participation with Appendices .
ED 229 460

Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.
ED 229 461

National Organization on Legal Problems of Education, Topeka, Kans.

A Documentation System for Teacher Improvement or Termination. Practical Concise Guide for Legal Consideration in Teacher Evaluation. NOLPE Mini-Monograph.
ED 228 725

Bargaining.
ED 228 729

Employees.
ED 228 728

Finance.
ED 228 732

Governance.
ED 228 727

Higher Education.
ED 228 734

Property.
ED 228 733

Pupils.
ED 228 730

The Supreme Court's Impact on Public Education.
ED 228 717

The Yearbook of School Law, 1982.
ED 228 726

Torts.
ED 228 731

National School Boards Association, Washington, DC. Educational Policies Service.

Boards and Superintendents: How to Have a Healthy Relationship.
ED 228 709

National Science Foundation, Washington, D.C. Div. of Information Science and Technology.

Investigations of Computer-Aided Document Search Strategies.
ED 229 009

National Science Foundation, Washington, D.C.

A Synthesis of Findings on Sex Differences in Science Education Research. Final Report.
ED 229 226

Acquiring an Effective Understanding of Scientific Concepts.
ED 229 275

Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report.
ED 229 239

Children's Quantitative Notion of Rational Number.
ED 229 218

Correlates of Fighting in First and Second Grade Children: A Naturalistic Study.
ED 229 127

Development and Evaluation of the SUMIT Microcomputer Module Entitled 'Predator Functional Response'.
ED 229 249

Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report.
ED 229 236

How Can Chemists Teach Problem Solving? Suggestions Derived from Studies of Cognitive Processes. Working Paper ES-17.
ED 229 274

Innovation Adoption Decisions in Organizations: An Empirical Investigation.
ED 228 696

National Science Foundation. Grants and Awards for Fiscal Year 1981.
ED 229 225

Prescribing Effective Human Problem-Solving Processes: Problem Description in Physics. Working Paper ES-19.
ED 229 276

Promoting Science Literacy in Adults Through Television. Final Report.
ED 229 234

Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989

Science, Technology, and the Issues of the Eighties: Policy Outlook. Westview Special Studies in Science, Technology, and Public Policy/Society.
ED 229 257

Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
ED 229 323

Selected Characteristics of Persons in Environmental Science: 1978.
ED 229 231

Story Problem Formats: Some Interview Results.
ED 229 419

The Categorical Perception of Facial Expressions by 7-Month-Old-Infants.
ED 229 130

The New Engineer: Black and White, Male and Female.
ED 229 251

The Use of Microcomputers for Mathematics Instruction in Grades 1-4.
ED 229 240

National Science Foundation, Washington, D.C. Directorate for Science Education.

Final Report on a Queens College Program for Secondary School Personnel.
ED 229 304

National Swedish Board of Education, Stockholm.

Children in Group Day Care and Family Care: A Longitudinal Study of Children with Different Child Care Experiences.
ED 229 106

Swedish Research and Debate About Bilingualism. A Critical Review of the Swedish Research and Debate about Bilingualism and Bilingual Education in Sweden from an International Perspective.
ED 228 843

Nevada Univ. System, Reno.

Nevada 2000: Future Directions for Nevada's Colleges and Universities.
ED 228 921

New Jersey Science Supervisors Association.

A Survey of Accidents in the Secondary School Science Laboratory.
ED 229 280

Professional Improvement Plans in Science.
ED 229 279

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Bushwick High School. "A Warm Welcome," 1981-1982. O.E.E. Evaluation Report.
ED 229 493

Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
ED 229 494

Flushing High School. A Basic Trilingual Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 495

George Washington High School. Bilingual Academic and Career Orientation Program, 1981-1982. O.E.E. Evaluation Report.
ED 229 496

Seward Park High School. Project Superemos, 1981-1982. O.E.E. Evaluation Report.
ED 229 497

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801

New York State Education Dept., Albany.

Job Assistance for Battered Women.
ED 229 063

New York State Education Dept., Albany. Bureau of Bilingual Education.

The New York State Core Curriculum for English as a Second Language in the Secondary Schools.
ED 228 878

New York State Education Dept., Albany. Bureau of Drug Education.

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised.
ED 228 555

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised.
ED 228 554

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised.
ED 228 551

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised.
ED 228 556

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised.
ED 228 553

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised.
ED 228 552

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.
ED 228 550

New York State Education Dept., Albany. Div. of ESC Education Planning and Development.

A School District Guide for Evaluating Programs for the Gifted.
ED 229 439

New York Univ., NY. Faculty of Arts and Science.

Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34.
ED 229 490

North Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). Dept. of Teacher Education.

A Multiple-Progress Plan for the Small School?
ED 229 184

Planning an Outdoor Learning Environment for a Small School.
ED 229 183

Rearranging the Traditional Two-Teacher School to Fit the Linear Multiple-Area Plan.
ED 229 182

The Queensland Itinerant Teacher Service 1901-1930
ED 229 185

North Carolina State Library, Raleigh.

School & Library Service to Children: Crisis in the Southeast.
ED 229 017

North Carolina State Univ., Raleigh.

Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop. TADscripts '82.
ED 228 792

North Carolina Univ., Greensboro. Family Research Center.

The Effects of Televised Preplays on Children's Attention and Comprehension.
ED 229 161

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

The Elementary School Principalship in North Dakota, No. 18.
ED 228 746

Northwest Regional Educational Lab., Portland, Oreg.

Effective Schooling, Educational Change & the Role of the Principal. Leadership Training Program, Proceedings (Honolulu, HI, November 22-24, 1982).
ED 228 714

Quality High Schools: What Principals Have to Say. Monograph.
ED 228 716

Northwest Regional Educational Lab., Portland, OR. Dissemination Support Service.

Effective Schooling & Dissemination Processes Proceedings: Seminars on Dissemination Processes. (Chicago, IL, October 12-14, 1982).
ED 228 715

Nuffield Science Teaching Project, Winchester (England). Physical Science Course.

Reforming Schools by Working with Cognitive Frameworks. Documentation and Technical Assistance in Urban Schools.
ED 229 476

NRTA-AARP Andrus Foundation, Washington, D.C.

Similarities and Contrasts in Quality of Child and Sibling Relationships with Elderly.
ED 228 598

Oak Ridge Associated Universities, Tenn.

R&D and Technological Change in Coal Mining.
ED 228 405

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

American Indian Language Development Institute - 1982: Curriculum Guide. Volume II.
ED 229 188

American Indian Language Development Institute - 1982: Synthesis and Analysis of Data Volume I.
ED 229 187

Evaluating American Indian Bilingual Education Programs: A Topical Bibliography.
ED 229 430

Los padres como consejeros o coparticipes en la toma de decisiones. Serie E: El logro de la participacion de los padres, cuaderno 3. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Advisors or Participants in Decision Making. Series E: Parent Participation, Book 3. Teacher Edition. Bilingual Education Teacher Training Packet).
ED 228 869

Los padres como maestros de los ninos. Los padres como recursos para los maestros. Serie E: El logro de la participacion de los padres, cuadernos 1 y 2. Edicion para el maestro. Cuadernos para el entrenamiento de maestros de educacion bilingue. (Parents as Their Children's Teachers. Parents as Resources for Teachers. Series E: Parent Participation, Book 1 and 2. Teacher Edition. Bilingual Education Teacher Training Packets).
ED 228 868

Matematicas en la vida actual. Volumen I, edicion para el maestro. (Mathematics: A Practical View. Volume I, Teacher Edition). Applied Basic Curriculum Series.
ED 228 882

Matematicas en la vida actual. Volumen II, edicion para el maestro. (Mathematics: A Practical View. Volume II, Teacher Edition). Applied Basic Curriculum Series.
ED 228 883

Matematicas en la vida actual. Volumen III, edicion para el maestro. (Mathematics: A Practical View. Volume III, Teacher Edition). Applied Basic Curriculum Series.
ED 228 884

Mathematics: A Practical View. Volume I, Teacher Edition. Applied Basic Curriculum Series.
ED 228 879

Mathematics: A Practical View. Volume II, Teacher Edition. Applied Basic Curriculum Series.
ED 228 880

Mathematics: A Practical View. Volume III, Teacher Edition. Applied Basic Curriculum Series.
ED 228 881

Net Making = Kuvrinialiq.
ED 229 178

Old Beliefs = Taimaknaqtat.
ED 229 177

Perez Self-Concept Inventory. Test Manual.
ED 228 877

Tests and Testing for Bilingual Children: A Bibliography of Literature.
ED 229 440

Office of Civil Rights (ED), Washington, DC.

Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911

Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912

Office of Education (DHEW), Washington, D.C.

Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 4, October-December, 1981.
ED 229 323

The Effect of Student Characteristic-Teaching Method Interactions on Learning to Think Critically.
ED 229 284

Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213

What's Happening in May? A Salute to Women Educators in Connecticut.
ED 229 209

Office of Gifted and Talented (ED), Washington, DC.

Talent Search and Development in the Visual and Performing Arts. User's Guide.
ED 228 778

Office of Human Development Services (DHHS), Washington, D.C.

Demonstrating Model Continua of Respite Care and Parent Training Services for Families of Persons with Developmental Disabilities. Final Report.
ED 228 808

Office of International Education (ED), Washington, DC.

American Fulbright Grantees' Experience in Germany: A Comparative Study.
ED 229 320

Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
ED 229 319

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Resource Allocation in Cerebral Specialization. Final Report.
ED 228 546

Office of Postsecondary Education (ED), Washington, DC.

Selective Service/Receipt of Title IV Funds. Statement before the House Subcommittee on Postsecondary Education, Committee on Education and Labor.
ED 228 923

Office of Refugee Resettlement (DHHS), Washington, D.C.

Refugee Resettlement in Long Beach: Needs, Service Utilization Patterns, Demographics, and Curriculum Recommendations.
ED 228 844

Office of Special Education (ED), Washington, D.C.

Evaluating Individualized Programs.
ED 229 408

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.
ED 228 824

Alliances in Advocacy for Disabled Children and Youth.
ED 228 789

An Analysis of the Conceptual Framework Underlying Definitions of Learning Disabilities.
ED 228 826

An Analysis of the Incidence of Special Class Placement: The Masses Are Burgeoning.
ED 228 829

An Analysis of Current Practice in Referring Students for Psychoeducational Evaluation: Implications for Change.
ED 228 823

Application of a Decision Theory Model to Eligibility and Classification Decisions in Special Education.
ED 228 820

Generalizations from Five Years of Research on Assessment and Decision Making.
ED 228 828

Labor Market Experiences of Handicapped Youth.
ED 228 445

LD Students' Active Academic Responding in Regular and Resource Classrooms.
ED 228 822

Observed Changes in Instruction and Student Responding as a Function of Referral and Special Education Placement.
ED 228 825

Public-Policy Implications of Different Definitions of Learning Disabilities.
ED 228 827

Teaching Social and Leisure Skills to Youth with Autism.
ED 228 799

Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02.
ED 228 763

The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.
ED 228 821

The Pine County Model for Special Education Delivery: A Data-Based System.
ED 228 830

The School Principal and Special Education: Basic Functions for Principals Who Have Special Education Programs in Their Schools with Competencies Needed to Perform the Role.
ED 228 781

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study.
ED 228 807

Comprehensive System of Personnel Development: A Writer's Handbook. Project on Cooperative Manpower Planning in Special Education. Revised.
ED 228 805

Comprehensive System of Personnel Development: Needs Assessment Considerations. Project on Cooperative Manpower Planning in Special Education.
ED 228 806

Office of Vocational and Adult Education (ED). Community Education Branch.

Community, Educational, and Social Impact Perspectives.
ED 228 456

State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431.
ED 228 543

Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Projects in Progress--FY 1982. A Report for the Coordinating Committee on Research in Vocational Education.
ED 228 468

Office of Vocational and Adult Education (ED), Washington, DC.

Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5 Research & Development Series No. 240AB5.
ED 228 483

Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502

Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521

Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488

Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10.
ED 228 507

Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10.
ED 228 526

Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9.
ED 228 487

Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
ED 228 506

Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9.
ED 228 525

Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
ED 228 480

Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499

Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
ED 228 518

Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481

Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500

Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
ED 228 519

Development and Evaluation of Vocational Competency Measures. Final Report.
ED 228 474

Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434

Evaluation: Policy Issues.
ED 228 396

Examining Secondary Vocational Programs with High and Low Training-Related Placement.
ED 228 409

Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486

Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
ED 228 505

Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8.
ED 228 524

Increasing Community Involvement in Cooperative Vocational Education.
ED 228 433

Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493

Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512

Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
ED 228 531

Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485

Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504

Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523

Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489

Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508

Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527

Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532

Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495

Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
ED 228 514

Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
ED 228 533

Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
ED 228 490

Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12.
ED 228 509

Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528

Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492

Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511

Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482

Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501

Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
ED 228 520

Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484

Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503

Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522

Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234.
ED 228 473

Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472

Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
ED 228 471

Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491

Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510

Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529

Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
ED 228 496

Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.
ED 228 515

Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534

PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C.
ED 228 516

PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535

PACE Instructor Guide. Level 1. Research & Development Series No. 240A.
ED 228 478

PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497

Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479

Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
ED 228 498

Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Vocational Education and the High School Dropout.
ED 228 397

Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.

Catalog of Adult Education Projects, Fiscal Year 1982.
ED 228 379

Ohio Music Education Association, Oxford.

Music in Ohio Schools. Final Report.
ED 229 301

Ohio State Advisory Council for Vocational Education, Columbus.

Vocational-Technical Education Interface with Ohio's High Technology Business and Industrial Sector. Final Report.
ED 228 416

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

Title I in Ohio. 17th Annual Evaluation, Title I, Elementary and Secondary Education Act. Fiscal 1982.
ED 229 207

Ohio State Dept. of Natural Resources, Columbus. Office of Information and Education.

Developing Study Stations on Your School Site.
ED 229 221

Ohio State Univ., Columbus. Center for Human Resource Research.

Three Generations: The NLS of Labor Market Experience of Women.
ED 228 566

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Assist Exceptional Students in Developing Career Planning Skills. Module L-11 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
ED 228 427

Choosing the Type of Ownership. PACE Revised. Level 1. Unit 5. Research & Development Series No. 240AB5.
ED 228 483

Choosing the Type of Ownership. PACE Revised. Level 2. Unit 5. Research & Development Series No. 240BB5.
ED 228 502

Choosing the Type of Ownership. PACE Revised. Level 3. Unit 5. Research & Development Series No. 240CB5.
ED 228 521

Complying with Government Regulations. PACE Revised. Level 1. Unit 10. Research & Development Series No. 240AB10.
ED 228 488

Complying with Government Regulations. PACE Revised. Level 2. Unit 10. Research & Development Series No. 240BB10.
ED 228 507

Complying with Government Regulations. PACE Revised. Level 3. Unit 10. Research & Development Series No. 240CB10.
ED 228 526

Dealing with Legal Issues. PACE Revised. Level 1. Unit 9. Research & Development Series No. 240AB9.
ED 228 487

Dealing with Legal Issues. PACE Revised. Level 2. Unit 9. Research & Development Series No. 240BB9.
ED 228 506

Dealing with Legal Issues. PACE Revised. Level 3. Unit 9. Research & Development Series No. 240CB9.
ED 228 525

Determining Your Potential as an Entrepreneur. PACE Revised. Level 1. Unit 2. Research & Development Series No. 240AB2.
ED 228 480

Determining Your Potential as an Entrepreneur. PACE Revised. Level 2. Unit 2. Research & Development Series No. 240BB2.
ED 228 499

Determining Your Potential as an Entrepreneur. PACE Revised. Level 3. Unit 2. Research & Development Series No. 240CB2.
ED 228 518

Develop Student Performance Objectives. Second Edition. Module B-2 of Category B--Instructional Planning. Professional Teacher Education Module Series.
ED 228 460

Developing the Business Plan. PACE Revised. Level 1. Unit 3. Research & Development Series No. 240AB3.
ED 228 481

Developing the Business Plan. PACE Revised. Level 2. Unit 3. Research & Development Series No. 240BB3.
ED 228 500

Developing the Business Plan. PACE Revised. Level 3. Unit 3. Research & Development Series No. 240CB3.
ED 228 519

Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future.
ED 228 434

Evaluation: Policy Issues.
ED 228 396

Examining Secondary Vocational Programs with High and Low Training-Related Placement.
ED 228 409

Financing the Business. PACE Revised. Level 1. Unit 8. Research & Development Series No. 240AB8.
ED 228 486

Financing the Business. PACE Revised. Level 2. Unit 8. Research & Development Series No. 240BB8.
ED 228 505

Financing the Business. PACE Revised. Level 3. Unit 8. Research & Development Series No. 240CB8.
ED 228 524

Improving State Evaluation of Programs and Services for Special Populations in Vocational Education.
ED 228 413

Increasing Community Involvement in Cooperative Vocational Education.
ED 228 433

Keeping the Business Records. PACE Revised. Level 1. Unit 15. Research & Development Series No. 240AB15.
ED 228 493

Keeping the Business Records. PACE Revised. Level 2. Unit 15. Research & Development Series No. 240BB15.
ED 228 512

Keeping the Business Records. PACE Revised. Level 3. Unit 15. Research & Development Series No. 240CB15.
ED 228 531

Labor Market Experiences of Handicapped Youth.
ED 228 445

Locating the Business. PACE Revised. Level 1. Unit 7. Research & Development Series No. 240AB7.
ED 228 485

Locating the Business. PACE Revised. Level 2. Unit 7. Research & Development Series No. 240BB7.
ED 228 504

Locating the Business. PACE Revised. Level 3. Unit 7. Research & Development Series No. 240CB7.
ED 228 523

Managing the Business. PACE Revised. Level 1. Unit 11. Research & Development Series No. 240AB11.
ED 228 489

Managing the Business. PACE Revised. Level 2. Unit 11. Research & Development Series No. 240BB11.
ED 228 508

Managing the Business. PACE Revised. Level 3. Unit 11. Research & Development Series No. 240CB11.
ED 228 527

Managing the Finances. PACE Revised. Level 1. Unit 16. Research & Development Series No. 240AB16.
ED 228 494

Managing the Finances. PACE Revised. Level 2. Unit 16. Research & Development Series No. 240BB16.
ED 228 513

Managing the Finances. PACE Revised. Level 3. Unit 16. Research & Development Series No. 240CB16.
ED 228 532

Managing Customer Credit and Collections. PACE Revised. Level 1. Unit 17. Research & Development Series No. 240AB17.
ED 228 495

Managing Customer Credit and Collections. PACE Revised. Level 2. Unit 17. Research & Development Series No. 240BB17.
ED 228 514

Managing Customer Credit and Collections. PACE Revised. Level 3. Unit 17. Research & Development Series No. 240CB17.
ED 228 533

Managing Human Resources. PACE Revised. Level 1. Unit 12. Research & Development Series No. 240AB12.
ED 228 490

Managing Human Resources. PACE Revised. Level 2. Unit 12. Research & Development Series No. 240BB12.
ED 228 509

Managing Human Resources. PACE Revised. Level 3. Unit 12. Research & Development Series No. 240CB12.
ED 228 528

Managing Sales Efforts. PACE Revised. Level 1. Unit 14. Research & Development Series No. 240AB14.
ED 228 492

Managing Sales Efforts. PACE Revised. Level 2. Unit 14. Research & Development Series No. 240BB14.
ED 228 511

Managing Sales Efforts. PACE Revised. Level 3. Unit 14. Research & Development Series No. 240CB14.
ED 228 530

Obtaining Technical Assistance. PACE Revised. Level 1. Unit 4. Research & Development Series No. 240AB4.
ED 228 482

Obtaining Technical Assistance. PACE Revised. Level 2. Unit 4. Research & Development Series No. 240BB4.
ED 228 501

Obtaining Technical Assistance. PACE Revised. Level 3. Unit 4. Research & Development Series No. 240CB4.
ED 228 520

Planning the Marketing Strategy. PACE Revised. Level 1. Unit 6. Research & Development Series No. 240AB6.
ED 228 484

Planning the Marketing Strategy. PACE Revised. Level 2. Unit 6. Research & Development Series No. 240BB6.
ED 228 503

Planning the Marketing Strategy. PACE Revised. Level 3. Unit 6. Research & Development Series No. 240CB6.
ED 228 522

Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223.
ED 228 412

Preparing for High Technology: CAD/CAM Programs. Research & Development Series No. 234.
ED 228 473

Preparing for High Technology: Robotics Programs. Research & Development Series No. 233.
ED 228 472

Preparing for High Technology: 30 Steps to Implementation. Research & Development Series No. 232.
ED 228 471

Projections of Demand for Vocational Teachers, 1978-1982.
ED 228 410

Projects in Progress--FY 1982. A Report for the Coordinating Committee on Research in Vocational Education.
ED 228 468

Promoting the Business. PACE Revised. Level 1. Unit 13. Research & Development Series No. 240AB13.
ED 228 491

Promoting the Business. PACE Revised. Level 2. Unit 13. Research & Development Series No. 240BB13.
ED 228 510

Promoting the Business. PACE Revised. Level 3. Research & Development Series No. 240CB13.
ED 228 529

Protecting the Business. PACE Revised. Level 1. Unit 18. Research & Development Series No. 240AB18.
ED 228 496

Protecting the Business. PACE Revised. Level 2. Unit 18. Research & Development Series No. 240BB18.
ED 228 515

Protecting the Business. PACE Revised. Level 3. Unit 18. Research & Development Series No. 240CB18.
ED 228 534

Provide for Student Safety. Second Edition. Module E-5 of Category E--Instructional Management. Professional Teacher Education Module Series
ED 228 418

PACE (Revised). Instructor Guide. Level 3. Research & Development Series No. 240C.
ED 228 516

PACE (Revised). Resource Guide. Research & Development Series No. 240D.
ED 228 535

PACE Instructor Guide. Level 1. Research & Development Series No. 240A.
ED 228 478

PACE Revised. Instructor Guide. Level 2. Research & Development Series No. 240B.
ED 228 497

Retraining and Upgrading Workers: A Guide for Postsecondary Educators. Research & Development Series No. 235.
ED 228 458

Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research & Development Series No. 240AB1.
ED 228 479

Understanding the Nature of Small Business. PACE Revised. Level 2. Unit 1. Research & Development Series No. 240BB1.
ED 228 498

Understanding the Nature of Small Business. PACE Revised. Level 3. Unit 1. Research & Development Series No. 240CB1.
ED 228 517

Vocational Education and the High School Dropout.
ED 228 397

Vocational Education Teacher Preparation to Improve Secondary Students' Basic Skills: An Exploratory Study.
ED 228 398

Vocational Teaching Areas in Need of Additional Personnel.
ED 228 411

Ohio State Univ., Columbus. Research Foundation.

Early Intervention of Developmental Disabilities: A Report of the Conference on Early Intervention of Developmental Disabilities (Nashville, Indiana, May 18 and 19, 1979).
ED 228 798

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XII.
ED 229 245

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

English I. Revised .
ED 228 476

Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education.
ED 228 475

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Geriatric Nutrition Workshop for the Dietetic Assistant.
ED 228 537

Quality Assurance in Dietetic Services Workshop for the Dietetic Assistant.
ED 228 536

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.

English I. Revised .
ED 228 476

Introduction to Industrial Electricity-Electronics. Oklahoma Trade and Industrial Education.
ED 228 475

Ontario Dept. of Education, Toronto.

A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114

Arts and the Curriculum for the 80s.
ED 229 329

Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario."
ED 228 864

Ontario Inst. for Studies in Education, Toronto.

Arts and the Curriculum for the 80s.
ED 229 329

Bridge Reading Handbook.
ED 228 624

Ontario Ministry of Colleges and Universities, Toronto.

A Longitudinal Study of Thriving, Average, or Non-Thriving Kindergarten Children.
ED 229 114

Arts and the Curriculum for the 80s.
ED 229 329

Elementary and Secondary French-Language Education in Ontario: A Review of the Impact of the Cabinet Submission of October 20, 1977, "French as a Minority Language in Ontario."
ED 228 864

Open Univ., Milton Keynes, (England). Human Cognition Research Lab.

Design Features of a Friendly Software Environment for Novice Programmers. Technical Report No. 3.
ED 228 984

Open Univ., Walton, Bletchley, Bucks (England).

Comparisons in the Organisation, Methods, and Results of the Universidad Nacional de Educacion a Distancia (Spain) and The Open University of The United Kingdom.
ED 228 909

Exploring Strategies of Assessment and Results in the Spanish Universidad Nacional de Educacion a Distancia and the United Kingdom Open University.
ED 228 910

Orange County Public Schools, Orlando, FL. ADDitions School Volunteer Services.

Un Poquito de Espanol (A Little Bit of Spanish). A Guide Book for ADDitions Volunteers Teaching Spanish in Elementary Schools.
ED 228 832

Oregon Univ., Eugene. Center for Educational Policy and Management.

The Relationship between Inservice Education Practices and Effectiveness of Basic Skills Instruction. Final Report.
ED 228 745

TA-Doc Linker Role. Draft. Documentation and Technical Assistance in Urban Schools.
ED 229 468

Oxford Univ. (England). Oxford Educational Research Group.

The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part I.
ED 229 358

The Identification of More Able Pupils in Comprehensive Schools. Final Report. Part II.
ED 229 359

ORI, Inc., Bethesda, Md. Information Systems Div.

Resources in Education (RIE). Volume 18, Number 9.
ED 228 378

Pacific Inst. for Research and Evaluation, Napa, Calif.

School Drug Abuse Policy Development Guide: For School and Community Officials.
ED 228 602

Pacific Telecommunications Council, Honolulu, HI.

PTC '81. Pacific Telecommunications Conference. Papers and Proceedings of a Conference. (Honolulu, Hawaii, January 12-14, 1981).
ED 228 978

Papua New Guinea Univ. of Technology, Lae.

Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271

Papua New Guinea, Dept. of Education, Port Moresby.

Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263

Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
ED 229 260

Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265

Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261

Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262

Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271

Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269

Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266

Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
ED 229 258

Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267

Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264

Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259

Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270

Passaic County Community Coll., Paterson, NJ. Office of Institutional Research.
Asterisk Grade Study Report.
ED 229 096

Peace Corps, Washington, D.C.
Glossary of English-Farsi Agricultural Terms.
ED 228 833

Peel Board of Education, Mississauga (Ontario).
Evaluation of the First Year of the Integrated Model at Westwood Elementary School.
ED 228 718
Evaluation of Integrated Model: Westwood Secondary School. Report.
ED 228 719
The Peel Secondary Followup Study: First Biennial Report.
ED 228 720

Pennsylvania State Dept. of Education, Harrisburg.
Improving Test Scores of Adults.
ED 228 467

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report.
ED 228 390

Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner.
ED 228 457
Telephone Instruction Involving Rural Adults. Final Report of 310 Project.
ED 228 449

Pennsylvania State Dept. of Education, Harrisburg. Div. of Research and Evaluation.
VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404

Pennsylvania State Dept. of Public Welfare, Harrisburg.
VEEAP Procedures and Training Handbook. Vocational Education Evaluation and Assessment Process for Special Needs/Handicapped Students.
ED 228 404

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Cost Effectiveness of Cooperative Vocational Education for Capstone and Diversified Occupations. Final Report.
ED 228 390

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
ED 229 355

Phi Delta Kappa, Bloomington, Ind.
Sex-Related Job Pressures on Male and Female Employees of Public Vocational Education Agencies in the Southeastern Region of the United States.
ED 228 394
The Supreme Court's Impact on Public Education.
ED 228 717

Phi Delta Kappa, Fort Lauerdale, FL. Broward County Chapter.
Mainstreaming in the Secondary School: The Role of the Regular Teacher.
ED 229 355

Pittsburgh Univ., Pa.
Methodological Research on Knowledge Use and School Improvement. Volume I. Project Overview and Summary of Findings.
ED 229 447
Methodological Research on Knowledge Use and School Improvement. Volume II. Conceptualizing Knowledge Use.
ED 229 448
Methodological Research on Knowledge Use and School Improvement. Volume III. Measuring Knowledge Use: A Procedural Inventory.
ED 229 449

Population Reference Bureau, Inc., Washington, D.C.
China: Demographic Billionaire.
ED 229 224

Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118

Postsecondary Education Alliance of Institutions/ Districts.
Postsecondary Business and Industry Needs Assessment Model. A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor. Research and Development Series No. 223.
ED 228 412

President's Council on Physical Fitness and Sports, Washington, D.C.
A Synopsis of the National Conference on Fitness and Aging (Washington, DC, September 10-11, 1981).
ED 229 336

Prince George's Community Coll., Largo, Md. Office of Institutional Research.
A Review of the Telecredit Program, Fall 1976-82. Report No. 83-4.
ED 229 091

Public Health Service (DHHS), Rockville, Md.
The Use of Economical Mental Addition Strategies by Young Children.
ED 229 147

Public Service Satellite Consortium, Washington, D.C.
Telecommunications in Rural America: Special Populations, Special Problems.
ED 229 204

Purdue Univ., Lafayette, IN. Credit Research Center.
The Role of Educational Debt in Consumers' Total Debt Structure.
ED 228 939

Queensland Board of Teacher Education, Toowong (Australia).
Secondary Schooling and the World of Work.
ED 228 407

Queensland Dept. of Education, Brisbane (Australia).
Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools.
ED 228 842

Rehabilitation Services Administration (ED), Washington, DC.
Annual Report to the President and the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1981. Executive Summary.
ED 228 777

Research and Evaluation Associates, Inc., Chapel Hill, NC.
Annotated Bibliography: Black Student Retention in Higher Education Institutions.
ED 228 911
Review of the Literature: Black Student Retention in Higher Education Institutions.
ED 228 912

Research for Better Schools, Inc., Philadelphia, Pa.
A Model to Help SEAs Increase the Participation of Minorities and Women in Education R&D Leadership and Management.
ED 229 454
Using CBI to Develop Job-Related Reading and Study Skills: The PREST Curriculum for Navy Recruits.
ED 228 991

Research Libraries Group, Inc., Stanford, CA.
Data Collection Manual and Sampling Plan. Public Online Catalog Study.
ED 229 015
Public Online Catalogs and Research Libraries. Final Report.
ED 229 014

Resources for the Future, Inc., Washington, D.C.
Resources for the Future. Annual Report for the Year Ending September 30, 1982.
ED 229 229

Rochester Univ., N.Y.
Identification and Referral of Young Handicapped Children: The Physician's Role.
ED 228 801

Rutland Center, Athens, Ga.
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
ED 228 754

Sacramento County Office of Education, Calif.
Resource Specialist Training Resources. Volume I.
ED 228 774
Resource Specialist Training Resources. Volume II.
ED 228 775
Resource Specialist Training Resources. Volume III.
ED 228 776

San Antonio State Hospital, Tex. Office of Education Services.
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982).
ED 228 542

San Diego Community Coll. District, Calif.
References & Resources for Secretaries and Clerical Personnel, 1980. Manual 4200-1.
ED 229 092

San Francisco State Univ., Calif.
Personal and Family Financial Planning for Multicultural Adults: A Staff Development Program for Adult Basic Education Teachers and Trainers.
ED 228 428

Santa Ana Coll., CA. Institutional Research Office.
Transfer Students' Academic Performance at the University of California and the California State Universities and Colleges and Other Related Information.
ED 229 082

Saskatchewan Univ., Saskatoon. Inst. of Child Guidance and Development.
The SEECC Pre-School Project: Parent-Partner Training Program.
ED 228 764

Shenandoah Valley School District, Shenandoah, PA.
Handbook for the Identification and Assessment of Computer Courseware for the Adult Learner.
ED 228 457

Small Business Administration, Washington, D.C.
Small Business Training Models for Community Growth.
ED 229 062
Small Business Training: A Guide for Program Building.
ED 229 072

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018

Solano County School System, Fairfield, Calif.
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779

South Carolina State Dept. of Education, Columbia.
Exemplary Media Programs in School Districts of South Carolina.
ED 228 993
Instructional Radio. Teacher's Guide, 1981-82.
ED 228 994
ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.
ED 228 995

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Business and Office Education: Accounting, Clerk. Instructor's Manual and Student Learning Activity Guide. Kit No. 204.
ED 228 382

South Oklahoma City Junior Coll., Okla.
Developing Learning Packets at South Oklahoma City Junior College.
ED 229 077
Writing Learning Packets: A Practitioner's Guide.
ED 229 076

Southeastern Library Association, Tucker, Ga.
School & Library Service to Children: Crisis in the Southeast.
ED 229 017

Southern Regional Education Board, Atlanta, Ga.
Teacher Testing and Assessment: An Examination of the National Teacher Examinations (NTE), the Georgia Teacher Certification Test (TCT), the Georgia Teacher Performance Assessment Instrument (TPAI) for a Selected Population.
ED 229 441

Southwest Educational Development Lab., Austin, Tex.
An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.
ED 228 739
Ways to Improve Schools and Education. Final Interim Report.
ED 228 738

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Computer-Based Instruction on Skills for Addressing Envelopes.
ED 228 982
Information Gathering at the Fiesta Educativa '80. Final Report Executive Summary and Final Report.
ED 228 766

Southwestern Coll., Chula Vista, Calif.
Reading Study: Findings, Recommendations, and Implications.
ED 229 070

Special Education Programs (ED/OSERS), Washington, DC.
Exploring My World: A Visual Arts Handbook for Teachers of Special Learners.
ED 228 791

Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.
ED 228 780
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796
Evaluation Case Studies. WESTAR Series Paper #16.
ED 228 795
Infant Stimulation/Mother Training Program: Outreach Training Summary. (7/1/81-6/30/82). Overview of Project.
ED 228 790
Intensive Care Nursery (I.C.N.) Interact Project: Second Annual Report, July 1, 1981 to June 30, 1982.
ED 228 751
Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop. TADscripts '82.
ED 228 792
Outreach Assistance for Utilization of the Rutland Center-Developmental Therapy Model. Annual Report, July 1, 1981 to June 30, 1982.
ED 228 754
OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982.
ED 228 756
Program for Unserved Handicapped Children From Birth - 3 Years (Me Too Program). 1980-81 End of Year Report.
ED 228 779
The Chapel Hill Training-Outreach Project. Final Report, July 1, 1981-June 30, 1982.
ED 228 755

Speech Communication Association, Annandale, Va.
ERIC First Analysis: The United States Justice System; 1983-84 National High School Debate Resolutions.
ED 228 679
Intercultural Communication Theory: Current Perspectives. International and Intercultural Communication Annual, Volume VII.
ED 228 678

Spencer Foundation, Chicago, Ill.
Teacher Burnout: Assumptions, Myths, and Issues.
ED 229 369

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Limited Monarchy: The Rise and Fall of Student Rights.
ED 228 697
Public Finance and Regulation of Nonpublic Education: Retrospect and Prospect.
ED 228 700
Race and Educational Employment.
ED 228 698
The Structure of Work and the Underutilization of College-Educated Workers.
ED 228 699
Tuition Tax Credits: Issues of Equity.
ED 228 701

State and Regional Higher Education Center, Florida.
Women and Community College Foundations: Status, Myths and Insights. A Monograph Publication.
ED 229 095

State Higher Education Executive Officers Association.
Summary of SHEEO Survey.
ED 228 930

Surrey Univ. (England).
TRADEC I. An Evaluation of Trades Education Schemes. I. Synthesis Report. A Project Report.
ED 228 448

Syracuse Univ., N.Y. Publications Program in Continuing Education.
Humanizing Adult Education Research: Five Stories from the 1930's.
ED 228 399

Tampere Univ., Hameelinna (Finland). Dept. of Teaching Training.
Matemaattiset Ajatteluprosessit Ja Strategiat: Yhteydet Yksilon Tiedolliseen Rakentumiseen Ja Informaation Kasittelykapasiteettiin = Mathematical Thought Processes and Strategies: Their Relationship with Cognitive Structuring and Information Processing Capacity. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos. Julkaisu No. 8.
ED 229 253

Teachers of English to Speakers of Other Languages.
On TESOL '82. Pacific Perspectives on Language Learning and Teaching.
ED 228 890

Teaching Research Infant and Child Center, Monmouth, Oreg.
Teaching Research Music Program for Moderately and Severely Handicapped Children.
ED 228 767

Technical Research Centre of Finland, Espoo.
Videotex Applications in the Technical Information Service. Research Notes 115.
ED 228 981

Tennessee State Comprehensive Education Study Task Force, Nashville.
The Tennessee Comprehensive Education Study, 1981-82. A Task Force Review of Public Education.
ED 228 711

Tennessee State Dept. of Education, Nashville.
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82.
ED 229 339

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Evaluation of the Implementation Grant Project of Tennessee's Nutrition Education and Training Program 1981-82.
ED 229 339

Texas A and M Univ., College Station. Coll. of Education.
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks.
ED 229 370

Texas Education Agency, Austin.
A Study of School Finance: Local Property Tax Burden Variance, Alternative Finance Formulas and/or Formula Adjustments, Cost-of-Living and Cost-of-Education Education Index. Report to the Legislative Budget Board and The Sixty-Eighth Legislature.
ED 228 724
Ethnic Performance Trends on the Texas Assessment of Basic Skills Tests.
ED 229 413

Texas Education Agency, Austin. Div. of Adult and Continuing Education.
A Pilot Project to Evaluate the Use of Low-Cost Microcomputers to Improve the Effectiveness of ABE Services Provided Mentally Handicapped Adults. Final Report. (July 1, 1981-June 30, 1982).
ED 228 542

Texas State Dept. of Human Resources, Austin.
Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118

Texas Univ., Austin. Center for Social Work Research.
Family Foster Care Reimbursement: Results of a National Survey.
ED 229 110

Texas Univ., Austin. Hogg Foundation for Mental Health.
American Families and Social Policies for Services to Children.
ED 229 157

Texas Univ., Austin. Inst. for Human Development and Family Studies.
Using Volunteers in Child Abuse and Neglect Programs: A Manual for Volunteer Program Directors.
ED 229 116

Texas Univ., Austin. Region VI Resource Center on Child Abuse and Neglect.
Child Deaths in Texas: A Study of Child Deaths Attributed to Abuse and Neglect (1975 - 1977).
ED 229 117
Legal Aspects of Child Abuse and Neglect Cases in Texas: A Compendium of Cases and Statutory Provisions.
ED 229 118
Manual for Using Abuse and Neglect Indicators and Index.
ED 229 119
The Psychiatric Expert in the Case of an Emotionally Maltreated Child: Videotape Manual.
ED 229 120

Texas Univ., Austin. Research and Development Center for Teacher Education.
Toward Usable Strategies for Teacher Education Program Evaluation. Teacher Education Networks.
ED 229 370

Tinker Foundation, New York, N.Y.
Life Strategies and the Labor Market: Colombians in New York in the 1970s. Occasional Paper No. 34.
ED 229 490

Toronto Board of Education (Ontario). Research Dept.
Post Secondary Plans of Grade Eight Students and Related Variables. #165.
ED 228 591

Toronto Univ. (Ontario). Faculty of Library and Information Science.
Search Interview Techniques, Information Gain, and User Satisfaction with Online Bibliographic Retrieval Services.
ED 229 018

Touche Ross and Co., Washington, D.C.
Historical Overview of the Role of State Guarantee Agencies in the Guaranteed Student Loan Program.
ED 228 929
Study of the Cost and Flows of Capital in the Guaranteed Student Loan Program. Final Report.
ED 228 927
Study of the Cost to Borrowers of Participating in the Guaranteed Student Loan Program. Final Report.
ED 228 928
Study of the Cost to Deliver Student Financial Aid on Campus. Final Report.
ED 228 926
Study of the Insurance Premium Charged to Borrowers under the Guaranteed Student Loan Program. Report No. 3.
ED 228 975

Tri-County Teacher Education Center, Sebring, Fla.
Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.
ED 229 317

Tucson Association for Child Care, Inc., AZ.
Nutrition and the Arts. Arizona Nutrition Education & Training Program.
ED 229 377

Union of Concerned Scientists, Cambridge, MA.
Choices: A Unit on Conflict and Nuclear War.
ED 229 313

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Curriculum Development in Literacy. Monograph No. 1. Part A: Proceedings and Methods of the First Regional Literacy Workshop (Udaipur, India, November 29-December 20, 1979). Part B: Curriculum Development in Literacy. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 386
Followup Materials Development. Monograph No. 4. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 389
Instructional Materials Development. Monograph No. 3. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 388
Motivational Materials Development. Monograph No. 2. Literacy Curriculum and Materials Development. Portfolio of Literacy Materials. Series I: Four Monographs.
ED 228 387

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Andra Community School Field Report. Indigenous Mathematics Project. Working Paper 6.
ED 229 263
Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
ED 229 260
Computer Communications and New Services. CCITT Achievements.
ED 228 999
Divanap Community School Field Report. Indigenous Mathematics Project. Working Paper 8.
ED 229 265
Field Guide for Studying Classroom Events and Their Cultural Context. Indigenous Mathematics Project. Working Paper 4.
ED 229 261
Fourth International Congress on Mathematics Education. Indigenous Mathematics Project. Working Paper 5. Four Papers Presented by Papua New Guinea Department of Education Personnel .
ED 229 262
Handicapped Children: Early Detection, Intervention and Education. Selected Case Studies from: Argentina, Canada, Denmark, Jamaica, Jordan, Nigeria, Sri Lanka, Thailand and the United Kingdom.
ED 228 757
Implications of Modern Information Technology for National Information Policy and Planning. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (3rd, Warsaw, Poland, January 23-26, 1979).
ED 229 007
Influences of Mathematical Learning in Papua New Guinea - Some Crosscultural Perspectives. Indigenous Mathematics Project. Working Paper 17.
ED 229 271
Information Policy for Development: National and International Responsibilities. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (1st, Herceg Novi, Yugoslavia, April 20-23, 1976).
ED 229 008
International Symposium on the Evolution of the Content of General Education Over the Next Two Decades. (Paris, France, July 7-11, 1980). Final Report.
ED 229 334
Intra-Cultural Variation in Cognitive Development - Conservation of Length Among the Imbonggu. Indigenous Mathematics Project. Working Paper 15.
ED 229 269
Kero Community School Field Report. Indigenous Mathematics Project. Working Paper 9.
ED 229 266
Learning to Compute. Indigenous Mathematics Project. Working Paper 1.
ED 229 258
Management of Information Resources at the National Level. Main Issues Discussed at the UNISIST Meeting on the Planning and Implementing of National Information Activities in Science and Technology. (2nd, Friedrichsdorf, Federal Republic of Germany, September 26-30, 1977).
ED 229 012
Muglamp Community School Field Report. Indigenous Mathematics Project. Working Paper 10.
ED 229 267
Ororo Community School Field Report. Indigenous Mathematics Project. Working Paper 7.
ED 229 264
Reference Manual for Machine-Readable Bibliographic Descriptions. Second Revised Edition.
ED 229 016
Strategies for Mathematical Problem Solving. Indigenous Mathematics Project. Working Paper 2.
ED 229 259
Teaching and Learning Mathematics in the Community Schools of Papua New Guinea. Indigenous Mathematics Project. Working Paper 20.
ED 229 273
Teaching Community School Mathematics - A Comparison of Five Sites. Indigenous Mathematics Project. Working Paper 18.
ED 229 272
The Changing Form of Numerical Reasoning Among the Oksapmin. Indigenous Mathematics Project. Working Paper 14.
ED 229 268
The Education of Atawe. Indigenous Mathematics Project. Working Paper 16.
ED 229 270
Unesco Expert Meeting on Special Education (Unesco Headquarters, Paris, October 15-20, 1979). Final Report.
ED 228 758

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
European Expert Meeting on the Forms of Autodidactic Learning (Paris, France, October 16-19, 1979). Final Report and Recommendations.
ED 228 875

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.
IOC/WMO Workshop on Marine Pollution Monitoring (3rd, New Delhi, India, February 11-15, 1980). Summary Report. Workshop Report No. 22.
ED 229 222
WESTPAC Workshop on Coastal Transport of Pollutants (Tokyo, Japan, March 27-31, 1980). Summary Report. Workshop Report No. 24.
ED 229 223

United Parents Association of New York City, Inc., N.Y.
Monitoring Promotional Policies: A Parent Documentation.
ED 229 452

University of Southern Maine, Portland. Human Services Development Inst.
Northern Network. Final Report. Program No. 13.680.
ED 228 976

University Research Corp., Bethesda, Md.
The Child Development Associate Program: A Guide to Curriculum Development.
ED 229 098
The Child Development Associate Program: A Guide to CDA Program Administration.
ED 229 101
The Child Development Associate Program: A Guide to Field Supervision.
ED 229 100
The Child Development Associate Program: A Guide to Training. (Second Edition).
ED 229 099
The Child Development Associate Program: Prototype Model; CDA Training Provider Improvement System.
ED 229 102

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Human Resource Implications of Robotics.
ED 228 547

Urbana Adult Education Center, Ill.
Project PACCE CBAE Materials User's Guide.
ED 228 477

Utah State Univ., Salt Lake City. Intermountain Plains Regional Resource Center.
Technology Literature Review. Technology and Service Delivery: A Review of the Literature for Colorado-PAA CO-01-02.
ED 228 763

Utah Univ., Salt Lake City. Dept. of Computer Science.
Extension of TVCAI Project to Include Demonstration of Intelligent Videodisc System. Hardware, Software, and Courseware Implementation Component. Final Report.
ED 229 236

Valdosta State Coll., Ga.
Polyglot Dyslexia.
ED 228 800

Valencia Community Coll., Orlando, Fla.
The Black Advisory Committee of Valencia Community College. Guidelines.
ED 229 059

Vancouver School District 37, Wash.
Hudson's Bay High School: A Model for Effective Schools.
ED 228 735

Vanderbilt Univ., Nashville, TN. Dept. of Economics and Business Administration.
Economics Majors in the U.S.: Their Characteristics, Educational and Career Goals, Reasons for Majoring, and Performance. Working Paper No. 82-W31.
ED 229 312

Ventura County Superintendent of Schools, Calif.
Vocational Preparation and Occupations. Third Edition. Volume 1. Educational and Occupational Code Crosswalk.
ED 228 391

Virginia Association of Teachers of English.
Books Still Worth Reading.
ED 228 656

Virginia Commonwealth Univ., Richmond.
Application of Computer Graphics to Graphing in Algebra and Trigonometry. Final Report.
ED 229 239

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
An Investigation of Selected Community School Terminations. Research Report 82-108.
ED 228 455
Community, Educational, and Social Impact Perspectives.
ED 228 456

Washington City Board of Education, N.C.
North Carolina Gifted and Talented Minigrant Curriculum Projects: Two Microcomputer Projects .
ED 228 784

Wayne State Univ., Detroit, Mich. Center for Urban Studies.
The Michigan Day Care Provider Training Project Supplemental Report: Year II Evaluation.
ED 229 115

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
A Model Public School, Data-Based Early Education Program for Rural Handicapped Children. Final Report.
ED 228 780

Western Australia Post Secondary Education Commission, Nedlands.
Review of External Studies: Post Secondary Education External Studies Opportunities in Western Australia.
ED 228 920

Western Illinois Univ., Macomb. Coll. of Education.
OUTREACH: Macomb 0-3 Regional Project. A Rural Child-Parent Service. Program Performance Report, July 1, 1981 to June 30, 1982.
ED 228 756

Western States Technical Assistance Resource, Monmouth, Oreg.
Developmental and Clinical Aspects of Young Children's Play. WESTAR Series Paper #17.
ED 228 796

Evaluation Case Studies. WESTAR Series Paper #16.
ED 228 795

Wichita Unified School District 259, Kans.
Energy Adventure Center. Activity Book. Revised and Expanded Edition.
ED 229 244

Wisconsin Center for Education Research, Madison.
Videotaping in Classrooms: A Guide for Researchers. Program Report 83-1. A Report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.
ED 228 992

Wisconsin Educational Communications Board, Madison.
Summative Evaluation of Let Me See! An ITV Science Series for Grades 1 and 2.
ED 228 990

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Computer Concepts for VTAE Food Service. Final Report.
ED 228 438

Wisconsin State Dept. of Public Instruction, Madison. Community Education Unit.
State Level Collaborative Planning. Community Education Proven Practices II. Bulletin No. 2431.
ED 228 543

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
Item Bank User's Manual. A Title I Migrant Education Section 143 Project. Bulletin No. 2399.
ED 229 213

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Computer Concepts for VTAE Food Service. Final Report.
ED 228 438

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Education and Economic Well-Being: The Role of Non-Market Effects.
ED 229 288

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Strategies for Developing a Coordinated Vocational Assessment Process for Youth. A Compilation of Ideas and Resources for the Service Delivery Areas under the Job Training Partnership Act.
ED 228 395

Wittenberg Univ., Springfield, Ohio.
The Use of Microcomputers for Mathematics Instruction in Grades 1-4.
ED 229 240

Women's Educational Equity Act Program (ED), Washington, DC.
The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
ED 228 573

World Bank, Washington, D. C.
The Educational Use of Mass Media. World Bank Staff Working Paper No. 491.
ED 229 002

WICAT, Inc., Orem, Utah.
Proof-of-Concept Demonstration and Comparative Evaluation of a Prototype Intelligent Videodisc System. Final Report.
ED 228 989

Yale Univ., New Haven, CT. School of Forestry and Environmental Studies.
Knowledge, Affection and Basic Attitudes Toward Animals in American Society. Phase III.
ED 229 241